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ADULT LEARNERS IN SECONDARY SCHOOLS: PERCEPTIONS OF THE VALUE OF EDUCATION HELD BY ADULT LEARNERS WHO RETURNED TO SECONDARY SCHOOLS IN THE HERSCHEL DISTRICT OF THE TRANSKEI

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A Research Report Submitted to the Faculty of Education, University of the Witwatersrand, Johannesburg, in Partial Fulfilment of the Requirements for the Degree of Master of Education.

OCTOBER 1994.

DECLARATION

I declare that this research report is my own unaided work. It is being submitted for the Degree of Master of Education in the University of the Witwatersrand, Johannesburg. This research report has never been submitted before for any degree or examination in any other university.

SAMUEL ASIAMAH

24TH DAY OF NOVEMBER 1994

DEDICATION

IN HONOUR OF

MY FATHER

KWAKU OFORI MAYEDEN

AND

MY MOTHER

AFUA NSUO CLARA

WHOSE LOVE AND POVERTY IS A

SOURCE OF INSPIRATION

ACKNOWLEDGEMENTS

The completion of this research project is the result of the support and cooperation of numerous individuals, and while it will be impossible to mention everyone by name I wish to emphasise that I appreciate the help of each one of them.

I wish to render my unqualified thanks to Professor DD Russell, Head of the Division of Adult Education who supervised this study and who provided valuable support, guidance and encouragement that enabled me to enjoy working on a research project.

I wish to thank Rose Richards of the Department of English who painstakingly proof read and provided valuable advice.

I wish to thank Dee Roup and Gyneth, my course mates, who read some sections of this report and gave me advice.

I wish to thank the principals, teachers, elders and adult students who contributed in no small way during the study. I am greately indebted to Mr Mabaso, the Chief Magistrate of Herschel District for his cooperation, friendliness and help.

I wish to sincerely express my gratitude to Manini Makhema of the Academic Suppport Programme whose fabulous sacrifice in typing this report has tremendously helped in making this study a success. I am, indeed, indebted to her.

Finally, I wish to thank the University and all the people I consulted from time to time and who helped to clear the obstacles encountered as the study progressed.

ABSTRACT

This study is about adult learners in formal secondary schools attending normal day classes with school pupils. It is particularly about the aspirations of 1,430 adult "pupils". These adults, after a break in their formal education, returned to study in the secondary schools in the Herschel district of Transkei in the 1993 academic year.

The aim of the study was to find out why these adult students, at a certain period of their lives, decided to return to normal day schools designed for school-aged pupils, and what they hoped to gain from their sacrifices. The study examined the adults' aspirations in relation to education. The information obtained has enabled the researcher to make some suggestions as to the type of institutional support the adult learners would need in the Herschel district.

The research addresses the claims that the reasons for the influx of adults into normal day-schools stem from the society's perception of the importance of formal education which is seen as a formidable tool for economic survival. However, the reality poses a question as to why the matriculation certificate seems to be regarded as the sole means to an end.

This study was carried out in the ten senior secondary schools in the remote rural district of Herschel. In addition to a sample of 800 adult learners, elders of the community, circuit education personnel, school principals, teachers and some notable development agencies in the district were included in the study and consulted in various ways.

The study was carried out as an essentially qualitative study with some quantitative elements. Data were collected from the respondents through structured questionnaires, interviews, previous research records in the district and school records.

A return of 679 questionnaires was received from adult learners. Details about the adult learners included: aspirations, age, sex, marital status, years spent as drop-outs, experiences in returning to school, parents' socio-economic and educational background. The completed questionnaires were computer-coded and some of the data are accordingly summarized in the tables.

The results of the research showed that the 679 adult respondents were sacrificing their salaries, wages and other comforts in order to be educated. The adult learners returned to school to acquire the matriculation certificate to enable them to enter employment or to proceed to a higher level of learning.

The research results suggest that an adult education resource centre to provide an AE network such as distance education or the establishment of district Community Learning Centres in the existing institutions such as schools, churches and hospitals which are within easy reach, would be well supported by the people of the Herschel district.

Although there were limitations in this study, it brought to light a phenomenon which hitherto had been sadly overlooked - the emergence of intergenerational education (an institution which, using a common syllabus and methodolgy, accommodates in the same class, learners of strikingly dissimilar age groups).

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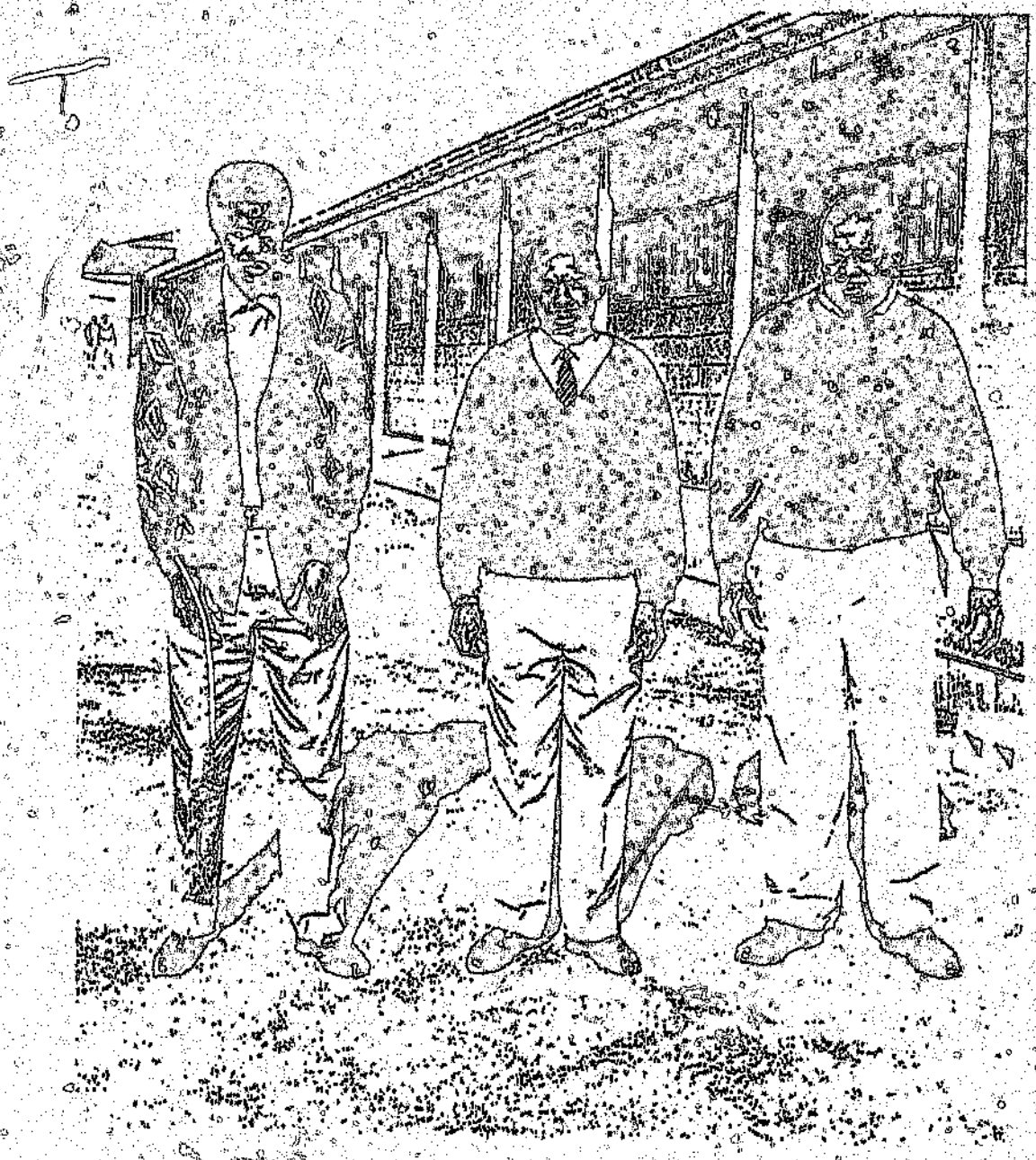
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How best can the education structure accommodate the numerous adult learners (age range: 21 - 45) who are in the secondary schools traditionally designed for school-aged pupils?



Adult "Pupils" in Mehlomakulu Senior Secondary School in Herschel (Eastern Cape).

CHAPTER I

INTRODUCTION

Society's demands for increased educational excellence have resulted in several identifiable trends that are changing fundamental aspects of traditional educational practice.

This study is about adult learners who are attending normal day classes with pupils in formal secondary schools.

The large number of adult learners in their late twenties and thirties, formally classified as non-completers, are eagerly seeking admission into secondary schools in the Herschel district of the Transkei. Disturbingly, this trend is growing rapidly and will become a serious practical, as well as ethical dilemma that will confront adult educators in the Transkei and probably elsewhere in South Africa. In fact, the fastest growing segment of the senior secondary school population in the Herschel district is made up of adult learners who have been retrenched (nurses, teachers and the unemployed). Adults are entering schools in ever-increasing numbers after a long absence from the classroom. They have a special need. That they want the matriculation certificate is a real educational phenomenon.

In spite of the age regulations governing the admission of students to schools under the control of the Transkei Department of Education, the school authorities do not seem to

pay any attention to this influx of adults into the secondary schools. School personnel, policy-makers and researchers should therefore endeavour both to understand the nature of the influx and to do something about it.

BACKGROUND OF THE PROBLEM

The returning of mature adults to formal secondary schools - about one thousand four hundred and thirty, i.e. 27.46% of the 1993 senior secondary school enrolment in the ten schools of the Herschel district (See Appendix B.1) - raises many questions and issues including:

a) whether or not the adult learners should be accommodated legally in the secondary schools;

b) the reasons why such adults are being accepted into the schools;

c) the type of assistance school authorities and adult education policy-makers could provide; and

d) whether or not there is dire need for the provision of adult education facilities in the Herschel district.

AIMS

The primary aim of the study was to determine the milieu factors and their relations to the sudden and steady influx of adult learners into secondary schools designed for children in the Herschel district of the Transkei. The secondary aim was to find out how the adult students were accommodated in the formal school system.

The research focused on how the motivated adult learner could be understood and accommodated in the teaching-learning situation in the formal secondary schooling, and whether or not other special facilities are required to cater for adult learners. Adult learners are individuals with different experiences and their learning entails a process which is both unique and dynamic. Thus, if teachers are to understand, promote and support efficient learning, they must continually respond appropriately and effectively to unique and dynamic circumstances. Our experiences both as teachers and from working extensively with teachers suggest that in order to do this we draw continually upon a complex amalgam of knowledge, skills, principles, judgements, abilities, qualities and other resources.

Also, it has to be realized that most motivation for education is highly concrete and personal and is not due to a vague desire for culture. In the United Kingdom, an inquiry by the National Book League showed that soldiers wanted to become literate primarily to be able to write to friends and to find out more about subjects which interested them, rather than to obtain advancement or to read books of general interest. Reports collated by UNESCO from a number of countries include the following incentives:

a) Status: the development of civic consciousness, and the social advantage of being able to participate directly in local government and to co-operate actively with leading citizens.

b) Evidence of proficiency.

c) Better prospects of employment - sometimes a priority consideration for jobs; higher wages.

d) The intrinsic desire to be able to read and write well.

Two recently published books, both of which have been reviewed in *Adult Learning* (1991, p.57, Vol.3, No.2) argue persuasively for education for adults to be more concerned with contributing to the development of society and less with the self-centred fulfilment of individual needs or the acquisition of competence.

Alan Rogers (1992, p.242) in *Adult Learning for Development* argues that the value of education should no longer be judged by whether it satisfies these individual learning needs, but rather by its contribution to the social, economic, cultural and political development of a community.

Michael Collins (1991, p.4) in *Adult Education as Vocation* similarly argues for 'transformative pedagogy' informed by a theory of justice and social theories of action which will lead students to a critical understanding of the world and to action in pursuit of social change.

In this vein, it is important to know that this social concern should be an integral part of the tradition of adult education in Transkei and, of course, South Africa.

Although there was a great variety of adult education in Britain, in the nineteenth century, there was very little state involvement. A great many people overcame the demands of long working days to attend the adult education programs that were offered. Their motives were obviously mixed. Many were seeking largely personal satisfaction - to improve their position, to get a better job, to climb the social ladder or to extend their intellectual horizon and find greater personal fulfilment.

There was also a strong social purpose motivating many patrons, promoters and participants. Some wished to improve the quality of the workforce so that Britain could compete more effectively with the rest of the industrial world, thereby increasing the total wealth of the century so that everyone would benefit from the economic development.

Others looked for politically useful knowledge, so that they could take a more active part in shaping the nature of their society. There is little doubt that much of this nineteenth century adult education was both transformative and developmental.

This social purpose tradition has waxed and waned over the years, sometimes seeming stronger or weaker, but never disappearing. All this is intended to show that the history of adult education in Transkei and elsewhere in South Africa should be structured to accommodate many strands of transformative pedagogy and social development.

Today, the broad principles which animate adult education are that every adult has a right to adequate opportunities of education and that he/she needs to continue his/her education in adult life.

The position through which these aims may be achieved is varied. Some provision is inherited from the past demands and has changed to meet present challenges. Such institutions as the extra-mural departments and the workers' Education Association come within this category. Other institutions are the result of new technologies in communication and education, such as the broadcasting institutions and the open universities. Yet other institutions are designed to meet the requirements of special groups or the aspirations of education of local communities. Local authority provision clearly comes within that category. Then there are the voluntary sectors, the private sectors, and the various forms of provision which result from the co-operation of institutions.

This present study realised that there was a rapid political change in this country at the turn of the century. However, courses being offered to workers by various employers were not recognised and did not give credits towards or equivalencies to formal school standards. It was therefore often not possible for a worker completing the course to enter formal education or training with any advanced standing. Further, while a course might have been recognised in one company, it might not have been accepted in another.

This study therefore was undertaken to find out why adults aged between 21 to 45 years were seeking admission in their numbers into the secondary schools which are designed for children and the possibility of either setting up an adult education service centre for the numerous adults who are being admitted into the secondary schools in the Herschel district or to assess the need for an alternative institutional support the adults will need.

The researcher has been a teacher in the Bensonvale Senior Secondary School and College of Education. Both institutions were under one administration on the same campus. The researcher had the opportunity to teach in both institutions. Therefore his interest in the causes of the influx of adult learners into the senior secondary schools may stem from the unanswered needs of the local community. In fact, the researcher had been living in the district for nine years and had had the opportunity to observe and to discuss this phenomenon with colleagues, parents and some elders he considered as friends. He had a real concern and a profound interest in the well-being of the people of the Herschel district. Hence he was able to embark upon this type of research work which demanded a great deal of co-operation with the subjects of the study and the community at large.

RESEARCH QUESTIONS

The two major questions that drive this study are:

1. a) After a couple of years in employment, what really urged these adults to go back to formal secondary schooling? and

   b) How were the adult students accommodated in the system of normal day secondary school meant for school-aged teenangers?

Related sub-question are:

2. Why did these adults drop out of school?

3. Is it plausable to readmit these returners into secondary schools restricted to, and originally designed for, school-aged pupils?

4. Has the age regulation governing admission of pupils under the control of the Transkei Department of Education outlived its significance and given way to intergenerational education?

5. What special sacrifices are the adult learners making, and what effect would these sacrifices have on their families and the community?

6. What would be the probable problems these adult "pupils" might pose to both the schools and the school authorities?

7. What is the academic performance of the adult students?

8. Finally, is there a real need for facilities to provide any form of institutional support or an alternative for adult students in the Herschel district?

SCOPE

The study highlighted the milieu factors and their relations to the early leaving which has been the upshot of the present problem of steady influx of adults into the secondary schools in the Herschel district of the Transkei.

The present study endeavoured to unearth these factors against the following variables:

a) Family environment - Father, mother, brothers, sisters and close neighbours.

b) School environment - School staff and fellow students and the physical school ground.

c) Poor academic performance.

d) Personal factors - Self-image and aspiration.

e) The Bantu Education system.

Bean and Metzener (1985, pp.468-527) say environmental variables are likely to be more important for early leaving and contribute to the following results: when academic and environmental variables are both good, that is, favourable for persistence, students are likely to remain in school, and if both are bad and poor, students are generally forced to leave school. Academic variables represent, on the whole, a way in which students are expected to interact with the institution. Psychological outcomes imply attributes such as attitudes and aspirations. It is generally stated that attitudes lead to intent to leave school which, in turn leads to behaviour realised in early leavers. In this instance the attitude towards academic experience at school is likely to affect the intent to continue or to leave school.

The present study also intended to discuss how the variable interacts with occupational opportunities among Black youth who were in school but had not yet completed standard ten.

SIGNIFICANCE OF THE STUDY

This study is important for it purported to bring out significant factors related to adult non-completers. The study ascertained the impact of the environment on the adult "pupil". Also, the study intended to recommend ways and means to minimise, if not to eradicate, early leaving as well as a means to accommodate the adult returners in the secondary schooling structure. In fact, the study is important because it has

endeavoured to open a new page in education for adults which calls for further research work.

LIMITATIONS OF THE STUDY

The study was completed in eight months. The time used for data gathering seemed to be insufficient for this particular study to generalize the findings. The study could have been extended to a bigger area to avoid restrictions on generalization. The study was limited to 10 secondary schools in a district, and samples taken from these schools may not be considered a representation of all senior secondary schools in the Transkei.

ASSUMPTIONS

1. It was assumed that the school principals would be open about their answers.

2. It was assumed that teachers would be specific and cooperative.

3. It was assumed that the adult returners had the hope of passing the standard ten certificate examination.

4. It was assumed that the adult learners had good reasons initially for leaving school before reaching standard ten.

5. It was assumed that their presence at school might cause an embarrassment to the young teacher and the younger pupils.

6. It is estimated that only a small percentage of the adult returners might be an asset to their schools.

DELIMITATION OF THE STUDY

The study delimited itself to all adults who returned, after a break in their studies, to continue in the senior secondary schools in the Herschel district of the Transkei in the 1993 academic year. The number of schools covered were ten. Apart from 800 students as samples, principals, teachers, community elders, and development agencies in the district were consulted in various ways. The study delimited itself to only the Herschel district of the Transkei.

The study delimited its instruments and procedures to the use of questionnaires, interviews, school records, previous research and observation.

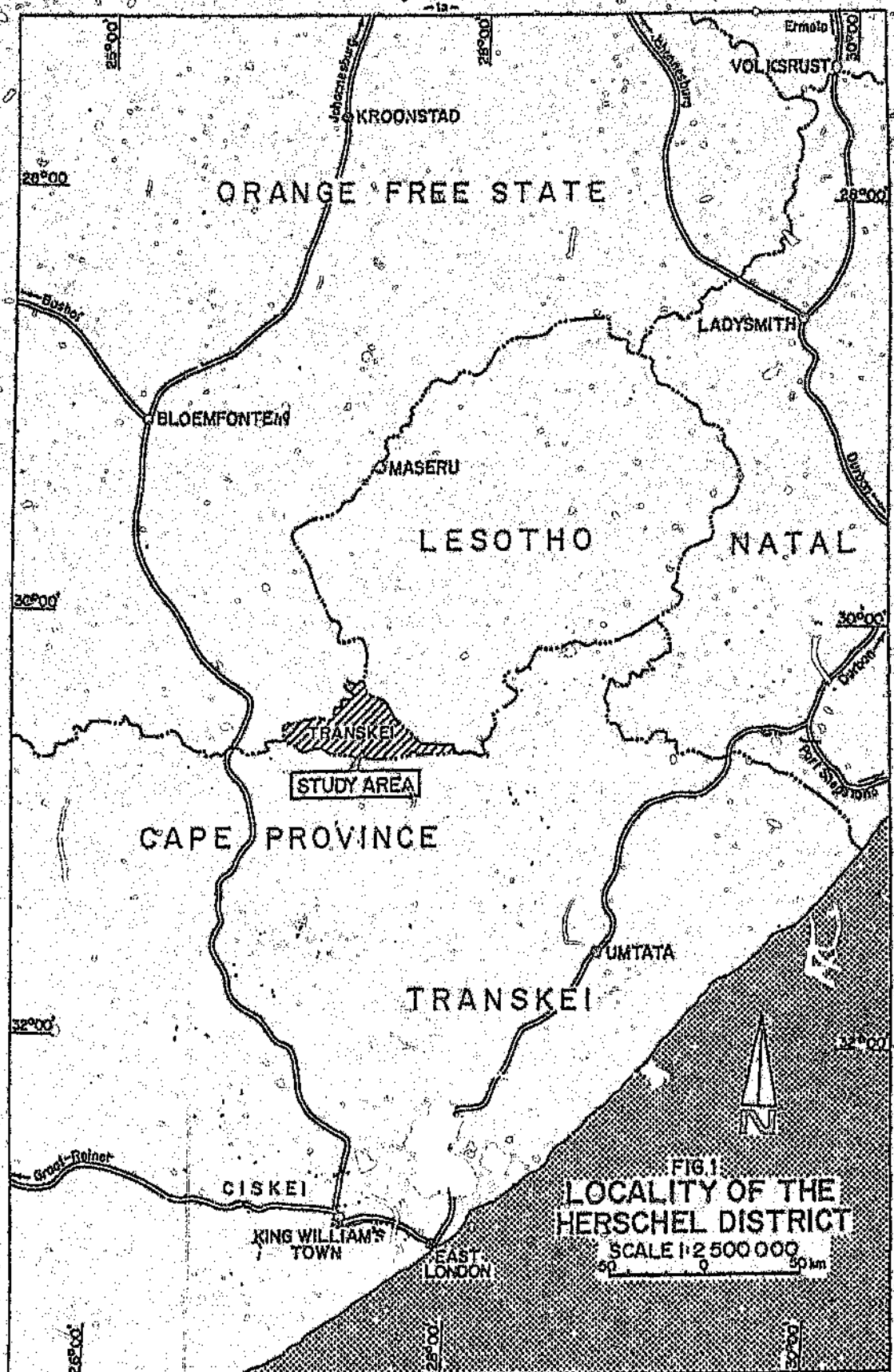


FIG.1
LOCALITY OF THE HERSCHEL DISTRICT
SCALE 1:2 500 000
50 0 50 km

CHAPTER II:

THE HERSCHEL DISTRICT

GENERAL

To get a good understnding of the background of the community within which the adult students live, it is expedient to give a vivid geo-historical account of the Herschel district.

The district of Herschel, a triangle of high-lying land, is a district within the borders of Transkei which falls within Region D of the Southern African regional system for development planning. It shares boundaries with Lesotho in the east and the Orange Free State to the north. It covers an area of ±1800km² and has a population of approximately 163,901 (1991 population census. See Appendix E.3). Except for the town of Sterkspruit and the village of Herschel, the population is spread out in a rural setting (Fig 1 shows the locality).

SOCIAL BACKGROUND

The population of Herschel is heterogenous. The majority are Hlubi. The Thabalesoba area has a strong mixture of Xhosa, Hlubi and South Sotho people. Tyindini and Walaza are predominantly Xhosa.

In virtually all the areas, over 50% of the population is young, being up to 26 years old. Most areas have more than 12% of their population younger than 16 years old.

The majority of the population in all areas is in the economic category of potential workers, that is between 17 and 60 years old (See Table 1).

PHYSICAL ENVIRONMENT

The landforms consist principally of gently convex hill crests and gently concave footslopes or pediments. The Herschel district is a very mountainous kingdom of eroded slopes. It is boarded by the Telle River and the Orange River in the east and the north respectively; these are the two major rivers which flank the stream channels.

The average daily temperature is 22.5° (climate statistics, WB19, Weather Bureau, Pretoria) and the average rainfall is 651.8mm per annum taken over a period of 60 years. This may be classified as a semi-arid rainfall value. Summers are hot but frosts and snow are common during winter.

The vegetation is low grass with some spotted wood - low grass interspersed with trees - along the river basins. A vast area of the district is semi-deserted and Karoo bush and scanty sweet veld. Due to periodic fires and extensive grazing there are very few areas of natural grassland left in the district.

Table 1: Cumulative Percentage of Household Members in Selected Age Groups

AGE GROUP	UP TO 16 YEARS	UP TO 36 YEARS	UP TO 60 YEARS
ESILINDINI	26	68	88
JOZANAS HOEK	37	69	85
MACACUMA	21	56	77
LOWER MADAKANA	25	65	82
MAGWIJI	34	73	94
PELANDABA	25	71	86
RIETFONTEIN	26	69	90
ROCKCLIF	25	73	90
SAKAKUDA	39	75	89
SUNDUZA	34	74	88
TYINDINI	34	71	83
THABALESOBA	40	72	92
WALAZA	29	62	87
ZINGXELE	40	70	88

Source: A Socio-Economic Survey: Loxton, Venn Associates, Johannesburg, April 1990

Among the many implications of the age profile as shown above, are the increasing current demands on adult education and training facilities linked to rising aspirations for an improved quality of life. The generation of future employment and improved income earning opportunities is crucial, both at local level and within the wider economy.

SOCIO-ECONOMIC ENVIRONMENT

An important historical feature of the people is its heterogeneity and refugee origins. Various groups started settling in the area for the first time in the 1830s. The Thembus arrived in large numbers in 1852. They were followed by a large number of Southern Sotho in the late 1850s, and the migration continued over the years. The largest single group of the population was Mfengu of the Hlubi, Zizi and Bhele tribes. The magistrate in 1878 adjudged the total to have reached 24,500 of which 12,500 were Fingoes (Bundy C, 1976, p.149).

As a result of the heterogeneity of the community there was lack of any powerful African leadership. Macmillan (1950) noted that the district had "*no big chiefs and no cohesion*", "we have got quite a mixed population", wrote the missionary J Bertram in 1850 (Bundy C, 1976). This factor attracted enterprising personalities especially in the agricultural sector.

During the early 1870s, the people of Herschel enjoyed a favourable social climate for enterprise and with the fairly fertile parts of the land, conditions favoured the

appearance in the district of an African peasant of agriculture and trading activities, and the establishment of a cash economy.

However, the manner in which the peasantry was integrated into the developing capitalist economy of South Africa was affected by the policies of those whites who had access to political and economic power, and by changes in the economy of Southern Africa. These influences reinforced and perpetuated the impact of other factors - drought, diseases, population increase and the lik - that tended to threaten peasant production (Bundy C, 1976, p.148).

The last straw was when the agriculture of the white South Africans was being commercialized and directed towards export through incentives and protection. Herschel like other African areas was denied such aid, support and encouragement. While the capacity of whites to produce for cash and to bid for labour was being enhanced, the peasants' ability to compete was shattered, and increasing numbers of them were forced into the labour market.

MIGRATORY LABOUR

Lack of arable land and adequate rainfall over several years have forced the people of Herschel to be migratory labourers working in the gold and diamond mines and the labour centres of the Transvaal, Orange Free State and the Western Cape. Table 2 shows percentage of household members whose weekday domicile is at home or elsewhere.

Table 2: Weekly Domicile

WEEKDAY DOMICILE	AT HOME	IN THE TRANSKEI	IN THE CAPE	IN THE OFS	IN TRANSVAAL
JOZANAS HOEK	71	5	10	2	12
ESILINDINI	65	1	1	4	29
MACACUMA	70	4	6	3	16
LOWER MADAKANA	71	3	8		19
SAKAKUDA	78	4	6	2	10
WALAZA	66	7	6	7	14

Source: A Socio-Economic Survey: Loxton, Venn Associates, Johannesburg, April 1990

The majority of the people stay at home during the week, but it is evident from the table above that some 30% or more of the household population in almost all areas live away from home.

The dominance of the Transvaal as a receiving area for migrant workers is clearly shown. Natal is unable to attract migrants or provide employment opportunities for the people of Herschel. This may be due to possible ethnic frictions as well as the widespread of socio-political unrest and violence in Natal-KwaZulu.

This migratory labour has had a civilizing influence on the people: they are almost detribalised. They build beautiful many-roomed houses. Many have bore-holes in their yards and use lighting plants for power.

Also, after Transkei's independence in 1976, the Herschel district, although far from major economic centres, impressed with its evident fertility and with the enterprise and exertions of its inhabitants, improved subsistence farming. In addition to this, self-help initiatives are receiving increasing attention from the Development Bank of South Africa (DBSA).

The community currently displays impressive cohesiveness within recently established institutional forums like the Herschel Rural Development Board (HRDB), the Urban Development Programme (UDP), the Environmental Development Agency (EAD) and others. These forums, which are fully representative of the community of the district, indicate the eagerness of the people to develop towards an improved and self-reliant type of existence.

INFRASTRUCTURE

The main Herschel-Sterkspruit-Zastron road is tarred and well maintained. The other secondary roads have also been macadamised. Electric power is available at Sterkspruit, the district capital, through ESCOM line from Aliwal North. Electrification of the rural areas was in progress at the time of the study.

The following were the economically viable groups in the district: civil servants: teachers, nurses, clerks, the police and officers in the government departments of the Herschel district.

BUSINESS

1. There were wholesale shops at Sterkspruit and Palmietfontein.

2. There were retail shops all over the district but most were concentrated at Sterkspruit and at the Herschel dorp.

These shops and two hotels offered employment opportunities to the people in the district.

There were five furniture shops, three garages and filling stations. Taxi business was a thriving enterprise in Herschel district.

BRICKMAKING

Brick-making was a common occupation. The people of Herschel had their own architects (though not many) who drew building plans and built for those who needed houses.

HEALTH

There were two hospitals in the district, however there was a grave shortage of doctors. The few doctors in the hospital were all expatriates on contract. Heath centres were also few.

There was a water treatment plant at Sterkspruit and development of a rural distribution system was under construction. Potable water for domestic use would be available from the reticulation system.

SUBSISTENCE AGRICULTURE

Subsistence agriculture was the main economic activity in the rural areas. Most families had land rights under the auspices of the headman, which entitled them to produce dryland crops on a demarcated piece of land. Stock farming formed an integral part of the people's occupation.

Maize and Kaffir corn were the principal dryland crops, but there were crop failures as a result of inadequate rainfall and fertilization. In any particular cropping season, a large portion of arable land was not cultivated, but left fallow.

Wheat was grown in specific areas. Wheat was harvested with combine harvesters from the Orange Free State. There was a gradual mechanization of farming as tractors were replacing the ox as a draught animal.

LIVESTOCK

Apart from cattle and sheep, Boer goats, Angora goats, pigs, horses, donkeys and fowls also received considerable attention in stock farming.

In the majority of cases, the reason for keeping livestock was simply the general need for money to pay for school fees, to buy clothes and for other commitments.

IRRIGATION SCHEME

There was an irrigation scheme being constructed in the district. It formed an integral part of the Herschel District Rural Water Supply Scheme (HDRWSS).

The primary scheme objective was the establishment of commercial farmers on a financially and economically viable basis, managed by the committee. At the same time, the scheme was to accommodate the need to provide the subsistence of the traditional landholders and the unemployed landless, many of whom derived their income from migrant remittances and were not motivated towards commercial farming.

Other existing development activities supported by DBSA included programmes for small business, entrepreneurial development and road improvement schemes. These played an important role in the integration of rural and urban components of the district with a generally positive response from the community.

ADMINISTRATION

The community is closely interwoven. Besides key figures such as the mayor, chief magistrate, bank manager, local businessmen and educationists, there were six tribal chiefs who were heads of the Tribal Authorities. All these people fully participated in

guiding community programmes, and alternated in chairing meetings for the smooth administration of the Herschel district.

THE MISSIONARIES

The people of the Herschel district came into contact, for the first time, with the Wesleyan Methodist Missionary Society in the 1840s. The first mission station was built at Witerbegen and the second at Bensonvale in 1861. Two of the early prominent missionaries in the district were William Shaw and Arthur Bigg who after building mission houses and the churches, established the first formal schools at both stations in the district.

SCHOOLS AND AIMS

The chief purpose of the missionary society in founding and supporting schools was to use education to advance evangelization of the Africans. The main function of the school was to inculcate Christian principles and behaviour among the tribesmen and to eradicate potent tribal customs and organisations which seemed to menace the lives of the converts the churches had so laboriously made.

The curricular structures provided were the same as those in Europe during the 19th century. There was practically no differentiation in the content of courses laid down for whites and those for blacks and coloured children.

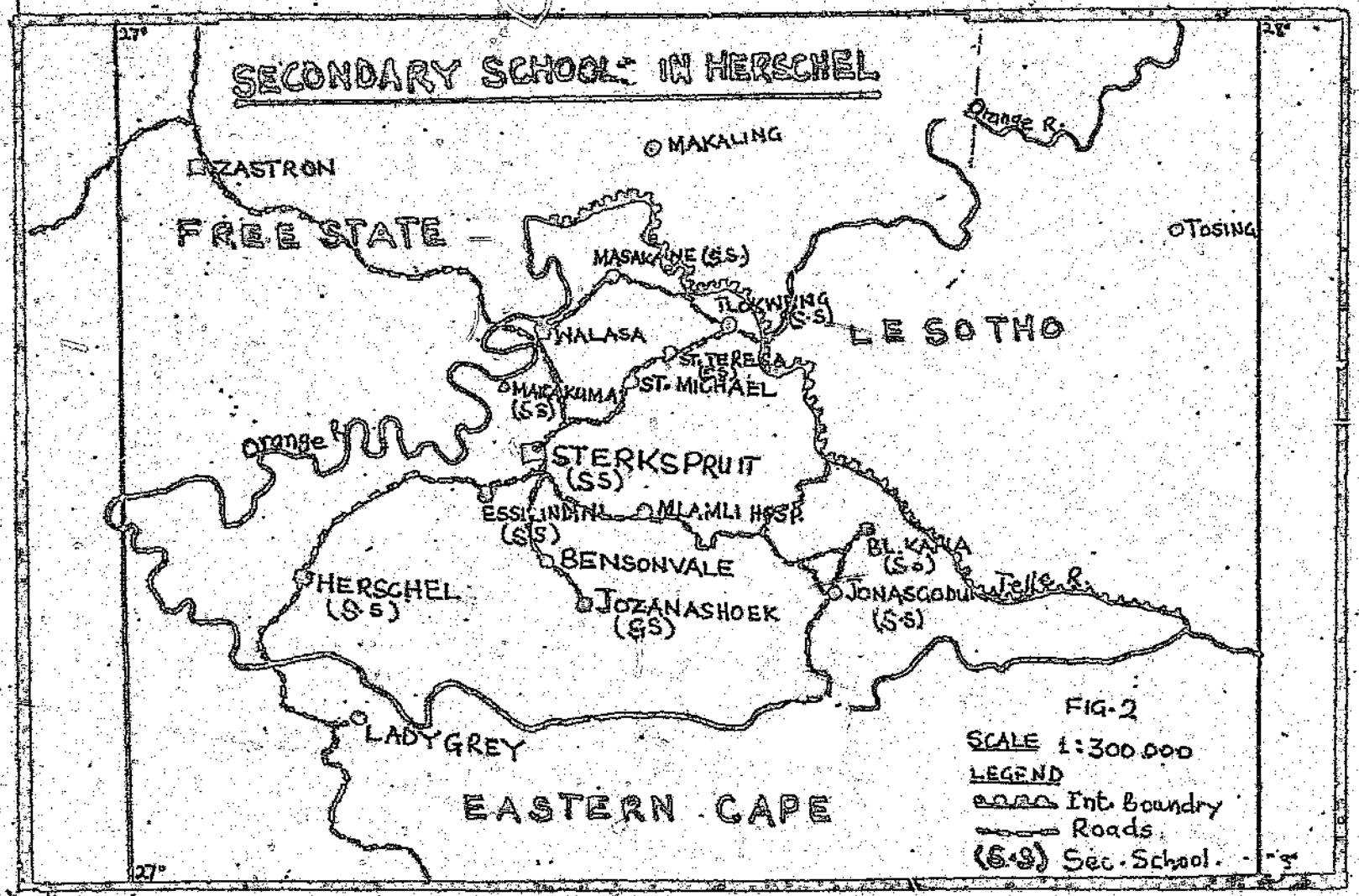
No attention was given to the teaching of the vernacular. It was the aim of the teachers, who were the missionaries themselves, to use English as the medium of instruction as early and as fully as possible, and to devote a great part of their energy to the instruction of English as a subject (Behr and MacMillan, 1971: 380).

Besides the schools that were built by the Wesleyan Methodist Society, the Catholic and Anglican missionaries/churches were also soon to found St Teresa and St Michael mission schools respectively.

The Bensonvale Methodist mission school was provided with boarding facilities after about five years of its establishment, and with the help of the community who provided mainly labour, soon developed into a training school for Native Lower Primary Teachers. In 1942 it became a secondary school under Reverend PS Mbete. Today, it is a college of education still in the old buildings that were constructed in the 1850s.

The St Teresa Catholic Mission School remained a Junior Certificate Secondary School for several years under the principalship of Sister Eusebia Pointner for a record-breaking fifty-three years. It has been upgraded into a full senior secondary school.

Teachers who taught in these schools were products of Bensonvale, Healdtown, Lovedale and the Moroka Methodist institution in Thaba-Nchu. The entry qualification for Native Lower Primary Training School was standard six and for Native Primary Higher was J.C, i.e. standard eight. Very few teachers had senior or matriculation certificate. Mr Vayeke Kwinana of Blikana location was the first university graduate


SECONDARY SCHOOLS IN HERSCHEL
27°
28°
MAKALING
Orange R.
ZASTRON
FREE STATE
TOSING
MASAKANE (S.S.)
ILOKWENG (S.S.)
LESOTHO
WALASA
ST. TERESA (S.S.)
ST. MICHAEL
MACAKUMA (S.S.)
Orange R.
STERKSPRUIT (S.S.)
ESSELENDAL (S.S.)
MLAMLI HOSP.
BENSONVALE
BL. KAFA (S.S.)
HERSCHEL (S.S.)
JOZANASHOEK (S.S.)
JONASCOBURG (S.S.)
Telle R.
LADY GREY
EASTERN CAPE
27°
FIG-2
SCALE 1:300 000
LEGEND
Int. Boundry
Roads
(S.S) Sec. School

in the district. He was followed by Mr Ebenezer Nyati of Hlomendlini location and Mr Lawrence GM Nyezi in 1950.

SCHOOL ADMINISTRATION

Under the missionary administration, education in the Herschel district was controlled by the Cape Provincial Administration at the office of the Superintendent General of Education in Cape Town. The circuit office was in Aliwal North.

With the Bantu Authorities Act of 1954, education administration in Herschel was transferred to the Territorial Authority of Ciskei. Education in the Herschel circuit was controlled by a white circuit inspector who was assisted by a black sub-inspector. At the end of 1975, Herschel was ceded to Transkei, leading to a big exodus of Herschel people to the Ciskei.

The first schools in the Herschel district were opened by the missionaries about 150 years ago and they were only two primary schools. By 1993, there were thirty-four primary schools, thirty-eight senior primary schools, fifty-eight junior secondary schools, ten senior secondary schools and one college of education, with a total enrolment of 52,035 pupils (See Appendix E.2). There were 1093 teachers including fifty-five degree holder (some of them expatriates); seventy-two of the teachers were yet to be trained as professionals.

However, the study indicated that there was an urgent need for more classrooms and qualified teachers. Most of the schools visited were alarmingly overcrowded. There were 105 children in some classes in Silindini and Mokhesi primary schools. At Masakane Senior Secondary School, ninety students were counted in standard 9B alone. In the College of Education where the researcher was employed as a lecturer, there were, in 1991, 113 teacher students in Form 1D (he was the form master for the class). There were 1886 who qualified, but did not gain admission to the college in the 1990 academic year (the researcher was the chairman of the admission board in 1990).

EXPATRIATE TEACHERS

Due to the increasing number of the schools and lack of qualified teachers, the Transkei Education Ministry thought it expedient to employ expatriate teachers from India, Ghana and Uganda to augment the senior secondary school and College of Education staffs. The Herschel Education Circuit was not excluded from this education programme. Soon the schools started to produce students qualified for university admission. Some had returned to the district to work as graduates. The Bensonvale College of Education, by 1993, had already produced nearly enough primary school teachers for all the schools in the district.

The expatriate programme started off seriously and became a big asset to education in the Herschel district, but later on, law and order deteriorated and this good beginning deteriorated into a complete farce.

TECHNICAL EDUCATION

The technical institute at Sterkspruit is accommodated in modern buildings. It is a component of the senior secondary school. The Anglo American Cooperation funded the building and furnishing of the institution. There is equipment for courses such as: building, carpentry, welding, technical drawing. The enrolment is about sixty-nine. There were four young women who were learning brick-laying and welding. The institute from 1994, has been upgraded into a full technical college (N6).

Professor Russell arranges for bursaries through Wits Foundation for the students and periodically monitors the general administration of the college. On his visits he holds meetings with both the staff and students to acquiant himself with the activities in the college. It is envisaged that the college will, in the near future, provide life-skill training to adults who would like to involve themselves in the informal sector. In 1993 there were twenty adult trainees who were learning house buildng and welding.

ADULT EDUCATION

This aspect of education in the Herschel district leaves much to be desired. Private classes for nurses and teachers who wanted to write the Senior Certificate Examination privately in 1975 were started. There were good results in 1976 and 1977. Unfortunately, the Transkei Department of Education stepped in to stop the exercise. It was explained that private unregistered night schools were illegal. There has not been any attempt since then to reactivate adult education in the district until Teachers

Opportunity Programmes (TOPS) opened classes in 1990, but no sooner had it started than it collapsed due to lack of dedicated planners. However, there are quite a number of teachers and nurses who are studying with University of South Africa (UNISA) (The Circuit Education Office was unable to supply statistics of teachers who were registered with UNISA).

It is suggested that Community Learning Centres should be established at accessible existing institutions to provide tuition for the numerous adults who are desirous to learn.

"I wish to state emphatically that there is a real need for facilities to provide secondary schooling and adult education at all levels in this district .... because there are many persons (drop-out children and adults) who wish to improve their qualifications, particularly the basic standard ten qualification" (GM Nyezi, Circuit Education Inspector).

The community regards the town of Sterkspruit as the core of the district. This core services the whole district which, for administrative purposes, is also divided into four satellite administrative areas. It was envisaged that a proposed community centre would stimulate entrepreneurial and community development in the sub-district. It could also set the example for similar developments in the other satellite areas, each adjusted to local needs. However, any provision of facilities in the town of Sterkspruit is guided by the needs of the district as a whole.

CHAPTER III

LITERATURE REVIEW

INTRODUCTION

This chapter gives a theoretical basis with which to interpret the factors accounting for the steady influx of adult learners into secondary schools otherwise designed for children.

The varying roles that secondary education has assumed in response to societal expectations and in response to the increasing value of the school certificate as an educational credential will be assessed. Trends towards increasing skills, approaches to adult secondary education (such as the traditional day and evening schools), alternative secondary programmes together with examination programmes, staffing and funding sources will be described. The review will conclude with an examination of issues relating to the role of adult secondary education as it changes in response to the current educational expectations. The American and European social systems provide examples because, working class expectations are similar to those in Herschel, and American and European farm workers and smallholders existed in almost the same technological milieu as those in 20th century Herschel.

The concept of education limited in time to school age must be superseded. School education must be regarded not as an end but as the fundamental component of total

education activity. As Dewey (1916: 140) noted, *"It is the aim of progressive education to take part in correcting unfair privilege and unfair deprivation, not to perpetuate them".*

In fact, serious doubt must be raised as to whether conventional human learning processes are still adequate today. The political, social and economic climate seems right at present to open up the academies to all able people.

Adult Secondary Education (ASE) is intended to serve the needs of adults who have not, for one reason or another, completed their secondary schooling (Pugsley, 1987). The ASE concept seeks to enhance adult learners' reading, writing and thinking skills so they can obtain a secondary school certificate. However, this programme seems to occupy an ambivalent place in making available education services to adult secondary school non-completers. ASE programmes provide the credentials most in demand for entering employment or for furthering educational opportunity. The programmes are normally funded by the central government and local taxes. Requirements for the matriculation certificate are established by the ministry.

Furthermore, in South Africa, the senior certificate examination serves both as a general norm-referenced school-leaving standard and as a matriculation examination through which entry to university is regulated. Examinations are conducted by departmental examination authorities, subject to validation by the Joint Matriculation Board (JMB). A 1986 Act saw the establishment of the South African Certificate Council (SAFCERT) to ensure that corresponding certificates in fact do represent the same standard of education and examination.

ROLES OF SECONDARY EDUCATION

Throughout the recent history of North America, that is, from the 1960s, schooling has played a series of roles designed to respond to the expectations and values of society. American standards of education in the last century demonstrate that educational needs change as society changes. In the United States, at the time of the founding of the Republic, for example, schools were viewed as a means to transmit the knowledge and skills to develop an informal electorate considered necessary to the survival of the nation. Later this function was expanded to include the transmission of both a prescribed body of scientifically accepted knowledge and the information deemed relevant to the career goals of students.

During recent decades, schools have been the setting for efforts to establish equity of opportunity for economic progress in America. Courts and legislatures have joined in prescribing particular standards of conduct and organisation in the schools to ensure equal levels of educational opportunity for all citizens, despite differences of gender, socio-economic status, race, age, ethnic group or language.

However, in South Africa, economic stagnation and widespread poverty reflect the limited opportunities and entitlements which face most households. Education and training are important basic entitlements, but their contributions to life opportunities depend on other social and economic factors. Apartheid has meant racially unequal education opportunities, reinforced by other racially discriminatory social and economic structures. As in other parts of the world, studies of the relationship between education

and earnings support the view that schooling is a sound investment, both for individual and for society at large. Studies show, however, in South Africa that lifetime earnings of people with similar education attainment vary by race. Labour market discrimination accounts for some of these differences, but it is evident that differences in the quality of schooling provided by racially separate education departments are an important source of racial income differences.

HIGH SCHOOL COMPLETION

Although American society has had an elaborate agenda for its schools, the size of the agenda, coupled with factors like restricted budgets and state regulations, has impeded the schools from responding as effectively as they might have done to many social problems, such as the high school non-completion rate (Wehlage and Ratter, 1986).

Similar education in South Africa is marked by severely discriminatory inequalities of provision. These inequalities coincide with ethnically fragmented structures of control centred on "own affairs" departments of education answerable to the White, Indian and Coloured chambers of a tricameral parliament, while Black education falls under the Department of Education and Training (DET) and a further ten departments responsible for education in 'homelands'. In all, the South African education system is made up of fifteen separate departments of education, linked through weak co-operative arrangements and separated by marked resource imbalances.

The absolute inadequacy of Black schooling, and the privilege of White education, have many dimensions, qualitative and quantitative. While the educational attainment of Whites, an average of thirteen years, is amongst the highest in the world, educational attainment for the adult population as whole averages only seven years. The average of five years of schooling among adult Blacks is not enough to secure literacy or provide a proper base for further education and training.

Current school statistics indicate that, at the beginning of the 1990s, Black children spend an average of eleven years enrolled at school. Average attainment of school-leavers, however, appears to be no higher than Standard 7 (or nine years). Black school is characterized by high rates of absenteeism and repeating (See Appendix E.2), which lower the average attainment, and by weak and deteriorating standards of attainment (National Education Co-ordinating Committee, 1993).

While 80% of White and Indian pupils entering school may be expected to complete Standard 10 and pass the senior certificate school leaving examination, only 20% of Coloured and Black children do so. Some indications of educational attainment by race are given in Table 3.

Table 3: Std 10 Examination Results: 1990

No of Candidates	Blacks	Coloured	Indian	White	Total
	255,498	22,315	14,542	68,097	360,452
	(71%)	(6%)	(4%)	(19%)	
Senior Cert Passes	93862	17721	13815	65255	
Matric Exemption	21025	4487	6614	27986	
Pass Rate	37%	79%	95%	96%	53%
Matric Exemption Rate	8%	20%	46%	41%	

Source: DET Report of 1990.

Senior certificate results for the 1980s, including the homelands, reveal that large annual increases in the number of Black Standard 10 pupils have not been accompanied by increases in the number of passes. Examination results for 1990 show that just 29% of Black matriculation candidates obtained E aggregate (an average mark of 40%) or higher. Almost half the candidates failed the examinations with aggregate of less than 30% (Report of the NEPI, 1993).

The school system now accommodates almost all school-age children, but the standard of education attained by large proportions of school-leavers is deficient both as the foundation for further education and for the world of work.

In both the United States and Canada, the high school diploma has come to symbolize that its holder possesses the social values and attitudes espoused by the larger society and the knowledge and skills necessary for employment in the secondary labour market or pursuit of further education.

In the early years when, more specifically, a small proportion of eligible youths in USA and Canada attended high school, and of those who attended, few completed. The rate of non-completion experienced in the 1980s (between 25 and 30 percent) translates into nearly one million youths who leave school annually without receiving a high school diploma (Weber, 1986). In 1986, 51.8 million persons in the United States, sixteen years of age and older, had not completed high school. Of these, 26.2 million had failed to complete twelfth grade (Pugsley, 1987). In Canada, during the 1979-1980 school year, twenty-one percent of students enrolled in the twelfth grade did not graduate (Statistics, Canada, 1982).

SKILLS AND CREDENTIALS

The elimination of jobs as a result of technological change or international trade, the higher skill level required for many positions, population increases, and the increased proportion in the population of females who work outside the home, contributed to an intense competition for jobs. In such an environment, the high school diploma has emerged as a critically important credential. Students who fail to complete the required number of years of schooling, in addition to being potentially unemployable, are looked upon by their society as social deviants and are assumed to suffer from some form of defect.

NEEDS FOR INCREASING SKILLS

Some major trends are projected to influence negatively the economic well-being of both school non-completers and society at large. First, those who lack basic literacy skills, career skills, and the social skills to be successful in the workplace will face deteriorating employment prospects in the future (Weidman and Friedmann, 1984). Second, if current trends in employment conditions, school non-completion rates, and wage rates continue, non completers will earn many billions of dollars less over their lifetimes than will high school graduates (Cox, Holley, Kite and Durham, 1985).

The aging of the baby-boom generation (1946-1964) and the absence of a subsequent generation of equal size have resulted in an aging society. Society is becoming economically dependant on a smaller and younger cohort therefore.

These factors suggest that it is a social and economic imperative to reduce significantly the pool of adults who have not completed high school. Although most arguments supporting ASE, including federal legislation, depend on what Darkenwald and Valentine (1984) described as "narrowly utilitarian socio-economic goals", other arguments focus on larger outcomes such as human dignity, social change, personal empowerment and development of critical-thinking skills.

For any society to make progress it must provide the opportunity to its population to make a meaningful contribution to the development of the wealth and wellbeing of that society. In South Africa the system of apartheid capitalism has distorted the human

potential of society. It has used the population as cheap labour, excluded it from participating meaningfully in economic life, and totally neglected the educational, physical and general wellbeing of the population. Severe illiteracy and inadequate education structures have contributed to difficulties in finding work and to poverty and ill-health. Apartheid capitalism has wasted away the people of South Africa who are its most important resource (McGregor, 1992).

This distortion of the human potential in our society has had many effects. The shortage of skilled workers has contributed significantly to the fact that South Africa cannot build a strong economy which can keep pace and compete with the economies of other countries. At every level of the economy, too few people have been trained to perform the functions necessary to develop the economic potential of South Africa.

Not only social reformers, but even big business recognises this problem. The Chairman of Barlow Rand, for example has said that: "... *the single most limiting factor in the full development of South Africa's economic potential lies in the endemic and growing shortage of skilled people at all levels, particularly in the technical field*".

POSSIBLE CHANGE

The South African economy would have to undergo fundamental change and restructuring for it to be competitive. The purpose of restructuring cannot be separated from fundamental political and social change and an education system which has a completely different approach to the development of the human potential of South

Africa. Those changes must be based on particular strategies in education, research and technology. The present education system is inadequate for these purposes and is a barrier to the development of the human potential of the country.

Because of their poor quality of education, workers are often victims of new technology rather than the beneficiaries and are replaced by it. In that way, too, the potential for skills development is severely reduced and the unemployment crisis exacerbated.

DESTRUCTION OF LEARNING

Over the last fifteen years in particular, there has been massive opposition to education. Thousands of students have fought and died in the struggle to build a new education system. But the struggle has not been without cost. Students have stayed away from school for long periods of time. This has led to a gradual but definite erosion of the desire to learn - a feeling that education has no value and that the situation is without hope. It has destroyed the will to learn in many students because, of poor quality in addition, the system of education does not even ensure access to a job. It has meant that a whole generation of the youth of the country has grown up believing that education and learning are of no value. This attitude is understandable - but it is wrong, and it will take a long time to correct (McGregor, 1992).

Educational policies that will embrace all sectors of the education system, will have to be developed in ways that will have the confidence of the entire society, in which the youth can participate and which bring new hope to the thousands of young people who

have been victimised by the apartheid education system. There must be efforts made to develop a new attitude towards learning and education, and towards the discipline which these will demand.

INADEQUATE PROVISION OF ADULT BASIC AND SECONDARY EDUCATION

In North America a great majority of adult students are enrolled in secondary education programmes sponsored by public schools by two-year community colleges, or by correctional institutions. Although situated in different settings, there are essentially two main alternatives for adults to complete high school: acquire a high school diploma or pass an examination.

Unlike America and Canada, the provision of adult education courses in South Africa is totally inadequate. At present only a small proportion of the illiterate or semi-literate population is participating in literacy programmes of any sort.

In the early 1980s Edward French, working from the Human Science Research Council, conducted a comprehensive survey of literacy provision and then optimistically estimated that less than 50,000 adults completed literacy courses annually. The figures were approximately 20,000 in state-run centres, 22,000 in mining and industry and 5,000 in voluntary centres. In 1988, that is about five years later, French again wrote that *"There is very little reason to think that this situation has improved subsequently; it may have worsened"* (Learn and Teach et al., 1991: p.14).

Jacklin (1991) found that, in 1990, DET Adult Education Centres had an enrolment of 67,528, of whom 9,938 attended literacy classes. The remainder attended courses which paralleled the school system. Enrolment was higher in the secondary courses than in the primary courses. In 1990, there were 133 public centres, 82 satellites and 43 state-aided centres. Few, if any, of the public centres had their own facilities; school facilities were used after hours. It is current DET policy to encourage the registration of private centres. Within the DET there are currently only four officials responsible specifically for adult education at head office level.

It is significant that the scale of state provision of adult education had diminished substantially in the last years, as evidenced in the Table 4.

Table 4: Diminishing Adult Education Provision

DATE	TOTAL STUDENTS	LITERACY STUDENTS	TEACHERS	CENTRES
1988	104,452	13,048	6,126	390
1989	103,360	19,857	5,653	342
1990	67,528	9,938	4,197	258

(Source: DET Reports of 1988, 1989 and 1990)

The so-called 'illiterate' population is often referred to as a homogeneous group, with insufficient attention being paid to the various levels of literacy. Yet there are about four broad levels of adult basic education which need attention for the disadvantaged.

Furthermore there is usually no clear agreement in paid time off for study. In fact, the majority of people currently in adult education programmes are attending classes in their own time and at their own cost. This significantly reduces the numbers of learners able to join classes.

However, it is internationally accepted that legislative entitlements for paid education leave are essential for ensuring that the 'disadvantaged' section of society have genuine access to educational opportunities. In this regard it is useful to quote from Convention 140, 1974 of the International Labour Organisation:

> *Considering that the need for continuing education and training related to scientific and technological development and the changing pattern of economic and social relations calls for adequate arrangements for leave for education and training to meet new aspirations, needs and objectives of a social, economic, technological and cultural character and ...*
>
> *Considering that paid educational leave should be conceived in terms of a policy of continuing education and training to be implemented progressively and in an effective manner, ...*

Each member shall formulate and apply a policy designed to promote, by methods appropriate to national conditions and practice and by stages as necessary, the granting of paid educational leave for the purpose of:-

a) training at any level;

b) general, social and civic education;

c) trade union education...

That policy should be designed to ... (in terms of ILO Recommendation No.148) contribute - .. generally to the promotion of appropriate continuing education and training, helping workers to adjust to contemporary requirements.

The recommendation starts with courses at all levels because of the recognition of the inadequacies of existing courses.

HIGH SCHOOL DIPLOMA PROGRAMMES IN AMERICA

The adult high school provides traditional high school and evening classes for out-of-school youth and adults who desire to take a high school refresher course or who wish to obtain a high school diploma. Students are able to combine general education courses with vocational and business courses as well as elective courses of particular interest. Students' services are provided, although there are usually no compulsory physical education classes, study halls or home-room periods.

ALTERNATIVE HIGH SCHOOL DIPLOMA PROGRAMMES

These alternative programmes usually tend to combine somewhat traditional graduation requirements with credit for informal learning experiences. Graduation requirements are met through previously completed courses, credit for non-school experience, credit received for courses taken as part of the programmes and credit received for learning gained in informal classes, learning contract, home study and self-developed projects. The approach to these learning strategies is self-paced, rather than time- based, and is individualized with no required classroom attendance.

The reality in South Africa is that large numbers of workers classified as unskilled and semi-skilled have acquired high level skills and knowledge through the years of on-the-job experience, but there is no pay or recognition for these skills they have developed.

Workers who want to advance have to make their own arrangements to upgrade their educational qualifications in a way which is often completely divorced from the work situation.

There is a lack of coordination between education and training structures, and coherent framework to link training with questions of economic restructuring and education.

NO CLEAR NATIONAL STANDARDS

Workers participating in adult schooling or company training programmes are not able to receive any recognition for their studies outside the company. This means that workers who have spent a number of years doing adult education courses, or who have gone on company training courses, have particularly nothing to show for this.

Even where literacy organisations or companies provide outside certificates, they are not recognised nationally. This is because the courses are not designed in accordance with national standards. It is therefore impossible to evaluate the performance of learners in different literacy and adult basic education programmes.

In order to ensure that all learners can receive recognised certificates, COSATU suggests that, they need to have clearly specified common core skills and content areas at each level of adult education. Learners can then be issued with meaningful certificates by a state national qualification structure. The exact content of the courses can be adapted to suit the particular needs of learners in different situations (McGregor, 1992).

EXAMINATION PROGRAMMES

The most popular alternative among American adults for completing their high school education is to pass the General Education Development (GED) test. These tests were developed by the Educational Testing Service (ETS) and are administered jointly by the

American Council on Educations (ACEs) and sixty-nine states, province and territory departments and ministries in the United States and Canada (Whitney, 1983). (Cervero (1983) estimates that, in 1980, over 800,000 people were tested at almost 2,800 testing sites. Approximately, 500,000 high school equivalency certificates were issued based on GED test scores. A GED certificate has legal status of a high school diploma and may be used as such for job applications or community and state college entrance requirements. Many choose the GED approach because it requires a smaller investment of time.

STAFFING IN SOUTH AFRICA

The credential requirements of Adult Secondary Education (ASE) staff vary in accordance with the sponsorship of the programmes. For example, when programmes are under the jurisdiction of the school system, the administrative, instructional and counselling staff are subject to the credentialling requirements of that system. In this case, the staff in ASE programmes are usually required to possess appropriate credentials in secondary education. If the programmes are sponsored by community or technical colleges, additional credentials, often relating to the teaching of adults, may be required.

Staff in ASE programmes sponsored by a local elementary and secondary school district may be full-time or part-time members of the local districts' high school staff. Similarly, in ASE programmes sponsored by community or technical colleges, staff may be full-time or part-time members of the college faculty of administrative staff.

FUNDING AND SPONSORSHIP

People without financial help cannot progress through the ASE. "Second chance to learn" students found the cost of education both for the course and support while studying to be a major barrier to further learning. There is a political issue to face here in establishing student bursaries for adult students in the secondary level and level of returning to learn courses. The bursaries should cover tuition costs, books, travel and child care. The financial needs of working-class adults like those on the SCTL courses have surfaced in debates about how to finance students in higher education, despite the government's stated commitment to ASE.

In America, the responsibility for financing and administering programmes funded under an act was delegated to the states; federal funds were then allocated to each state on the bases of a state plan describing the procedures to be employed in implementing a comprehensive programme of educational service to adults in need of literacy education. Adult Basic Education (ABE) funds were expanded for ASE. Subsequently, new federal guidelines were developed allowing the state to expend up to 20 percent of the ABE funds for ASE programmes. As a result, state and local government now have become the dominant sources of funding for adult literacy programmes (Pugsley, 1987).

As governments have come to appreciate the potential of adult education as an instrument of social and economic policy, they have increasingly used the public education system, which they control, to carry out education initiatives.

In 1967 the state established municipal adult schools by law. The purpose was to open to adults the opportunity of secondary education which were available to children. To that end they would offer to adults free tuition in the secondary school curriculum which is uniform throughout the country. Adults would be taught by school teachers in existing school premises. Some 25 percent of teaching time was allowed for individual counselling and tuition.

Titmus (1981) has declared that the creation of public school adult education paralleling that offered by the school curriculum exemplifies a European tradition in which adult education is seen as an integral and major element in a policy of lifelong education.

In Eastern Europe, Savićević (1981) indicates a number of determinants of adult education which are common to all European socialist countries. Economic priorities determine much of the adult education curriculum and which elements receive greater financial support. The state, which controls all education, has linked youth and adult education in a unified system and schools are regarded as institutions of lifelong learning.

In Albania, a significant sector of adult education is organised into schools of elementary adult education, lower technical schools, secondary schools of general education for adults, and secondary vocational schools for adults. The sector of the former Czechoslovakian adult education system sited in schools is known as the "second educational path" and is organised through the general educational primary schools, the general education secondary school and the secondary vocational school.

A similar pattern of adult education schooling exists in Hungary, including special classes sited within schools for young people. The Polish network of schools for adults includes schools for primary adult education, secondary general educational schools and technical schools, with many schools sited in factories.

ISSUES

Institutional Location of AE

Although adult educators object to the siting of their activities in school premises, it is likely that such an arrangement will remain in the foreseeable future. This being the case, it may be that the course for adult education is to make a virtue of a necessity and insist that schools become the centres of lifting education in which adults, youth and children receive instruction at all times. The community school movement is one such initiative and a world review of the education of adults proposed such a model as the most satisfying mode of adult education provision (Lowe, 1975).

Distance Education

The primary aim of distance education is to provide access to education for those who, for a variety of reasons, were unable to attend traditional classroom institutions.

Distance education is therefore, an attempt to offer an alternative for formal traditional classroom institutions. In this way education is able to reach out to the learners

regardless of socio-economic or educational background. Not only does distance education increase access to education, but it provides educational independence for the learner. If adult learning is important in its various forms in the South African context, distance learning is no less so.

Educators and Training

One innovation of particular importance to the field would be the inclusion of an adult education component in school teacher-training courses. If schools are to become centres of life-long learning then their staff will need greater understanding of adult psychology and practice in teaching of adult students. It has also been suggested that school governing bodies and management boards should include an adult education representation. Without such fundamental changes in the training of school teachers and composition of school management bodies, adult education will continue to represent a peripheral element in the school's operations.

Management of AE

Another pressing topic which requires exploration in this study is the effect on teacher and learner behaviour of including adult classes as a central component of schools' operation, or even introducing adult students into school classes. The much invoked concept of andragogy is considered on the assumption that adults' life experience requires teachers to adopt a set of behaviours contrasting markedly with those of school teachers. However, there seems to have been a recent acceptance that andragogy and

pedagogy are overlapping parts of continuum rather than mutually exclusive categories. This literature review is of the opinion that if adult and continuing education is to become an element in a unified system of enhancing education, then the public schools will have to occupy a central place in any such system. Also it brings to light that adult education programmes should develop their programming efforts and marketing strategies around the needs of specific segments of learners and the society rather than viewing all non-completers as members of a single homogeneous population.

In order to obtain a better understanding of the literature on the early leaving and the adult returners it was decided to present the following studies as being typical examples of the kind of research carried out in the field of Early Leaving Research.

Each study is presented under the following headings:

a) Sample

b) Variable i) Dependent Variables
ii) Independent Variables

c) Procedure: data collection and analysis

d) Results: chief findings of the study.

1. <u>Contact - An Alternative School - Larter and Gersham (1979)</u>

This study is of the contact school concept developed in Canada - to meet the needs of drop-out students. It is included here because it represents a totally different approach to research from that of the other studies surveyed - it deals

with a small group and it relies on the case study technique and student interviews. Secondly, it is included here because the conditions that gave rise to the development of the contact school are roughly parallel to those in the Herschel district of Transkei.

a) Sample:

All the students enrolled in the contact school in 1978/78 - total of 68 students.

b) Variable:

i) Dependent - enrolment at the contact school

ii) Independent - sex, age, number of schools attended, exam results, source of financial support, who they lived with and others ...

c) Procedure:

25 out of the 68 students were interviewed to collect data on independent variables - (p.30). No elaborate statistical procedures were undertaken in the analysis of the data. In most cases the results are presented as frequency counts, usually converted to percentages and presented in tables.

Finally 10 students were randomly selected for case study.

d) Results:

The student characteristics most frequently among the contact students (all of whom are drop-outs from the regular school system) arranged in order are:

i) Frequent transfer from school to school.

ii) Record of poor academic achievement.

iii) Age 15, 16 or 17.

iv) Supported by some form of welfare.

v) Lived with mother only.

The authors also state that contact students score low on self-concept especially in the area of family relationships and friends, and a general feeling of "unworthiness" was noted (p.195).

e) Model Used:

Each drop-out is seen as a unique individual and the drop-out decision is part of the fabric of the young person's own personality, present circumstances and view of the future as well as this past record of poor academic performance.

Nevertheless, certain patterns can be recognised:

i) The work orientated - want to assume adult roles and getting a job enables them to do this.

ii) The classic drop-out - poor attitudes, poor attendance, poor grades, older than classmates, etc.

iii) The family supporter - some family crisis, like a financial one, forced them to leave school.

iv) The home-maker - young women who leave school to get married or to have a family.

v) The intellectual elite - rebels against the system.

vi) The cultural isolate - difficulty in adjusting to school cultural and social environment.

f) Critique:

This study marks a shift away from problems like early leaving which are seen to exist within the school education system over the social aspects of education and questioning of the very nature of education - its aims, goals, values and a breakdown of the institutional nature of schools.

The barriers that have existed between formal school and non-formal school are being attacked by the idea of life-long education - (Vaizey, 1979: p.106). Should this idea take root then dropping-out will cease to

be a problem and simply be seen as a sort of transfer from one type of school to another, example, full-time day school to part-time night school or correspondence school.

2. Early School Leavers in Australia - Rosier (1978)

This study examined factors associated with differences between 16 year old Australian students and school leavers. It tried to assess the determinants of the decisions of Young Australians to remain at school or to leave. This study is included here because the factors which determine early leaving in Australian schools are almost the same as prevailing in Herschel and for that matter South Africa.

a) Sample:

This was a large national investigation covering 6 Australian states. The data were collected from the students through their schools and from the leavers by means of mailed questionnaires.

b) Variables:

i) Dependent variables - the school termination decision of the 16 year olds, defined as drop-outs because they have left school without completing the full high school course.

ii) Independent variables - these were organised into four blocks of factors.

a) Family Environment

b) School Environment

c) Age 14 personal factors

d) Age 16 personal factors

c) **Procedure:**

Variables were constructed to measure the above factors and correlations attempted to isolate these variables which best explained the decision to stay or not, multiple classification analysis and path analysis used on the data.

d) **Results:**

Family environment factors proved to be the most important ones because, according to the author, they operated before any others and for the longest period of time on the young people. Furthermore, the socio-economic level measured by answers to such questions as: occupation of father, education of father and education of mother had a stronger effect on the school leaving decision than had home literacy or parent interest.

This study respects the individual rights of students to decide for themselves whether to stay in school or not and it makes no value judgement about the decision. This contrasts with the standpoint of Verwey (1981), Mdluli (1980), who are concerned with manpower needs and thus regard early leaving as wastage of economic investment.

SUMMARY

The literature review has argued for an awareness of returning to school as an option available for adult students. Adult secondary education is intended to serve the needs of adults who have not, for one reason or another completed their secondary schooling. Adult secondary education programmes provide the credentials most in demand for entering employment or for furthering educational opportunity. Serious attention should be given to distance education as a means of reaching the numerous adults who need secondary education. Government and school agencies can support financially adult returnees and also support the concept of lifelong education.

Despite significant numbers of adult students returning to school, the literature reflecting on their experiences remains sparse. There is therefore a definite need for further research on this significant proportion of the secondary school population.

CHAPTER IV

RESEARCH DESIGN

INTRODUCTION

The present study researched the factors that precipitated the recent influx of adult learners into the senior secondary schools in the Herschel district of the Transkei (Eastern Cape). The second aim of the study was to find out how the adult students were accommodated into the formal school system.

The secondary aim, inter alia, was to find out if there is a need for facilities that would provide an institutional support for the adult learners.

The writer is of the opinion that research into the question of needs is of vital importance if practitioners are to avoid paternalism and imposition of irrelevant learning concepts. A deeper knowledge of needs must precede and inform any attempt to implement programmes if they are to have a lasting and positive impact on their target community.

Therefore this study takes up the challenge, outlined by French, Quigley and others, to find out if there is a real need for adult education facilities in the Herschel district.

RESEARCH METHOD

The difficulty of explaining human behaviour has been recognised by authors like Peaker (1975: 17) who points out that researchers in the social sciences became aware of much more about human nature than can be encompassed in a formal scheme. He warns against ignoring common experience. He says with reference to measuring human attributes: "*All sociological studies contain a large unexplained residue and are to that extent untrustworthy, just as common observation may be partial and proverbial wisdom mistaken. But when the results concur they deserve some confidence*" (Ibid: 159). This is Peaker's own version of a triangulation, a useful technique which involves the application of two or more methods of data collection in the study of some aspect of human behaviour (Cohen and Manion, 1990: 126).

THE TRIANGULATION METHOD

This study relies principally on the triangulation method. Triangular technique in the social sciences attempts to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. This study was therefore, carried out as essentially qualitative with quantitative elements in the data collection processes.

Exclusive reliance on one method may bias or distort the researcher's picture of the particular slice of reality he is investigating. He needs to be confident that data generated are not simply artifacts of one specific method of collection (McGraw-Hill,

Table 5

RESEARCH DESIGN TABLE

RESEARCH QUESTIONS	SOURCES OF INFORMATION	DATA GATHERING	ANALYSIS	RELIABILITY/VALIDITY
After a couple of years outside the classroom, what, in your opinion, has motivated these adult learners to go back to join the mainstream of secondary schooling ? How do the adult students fit into the formal system ?	Principals, teachers, Circuit Education Officers, Community elders, Adult students	Literature study questionnaire- graded interviews (focused), (Triangulation method)	Normative Descriptive (Qualitative)	Analysis of accounts from adult students, teachers, principals and community elders, (triangulation)
Why do you think these adult students are late i.. completing std. 10 ?	Principals, Teachers, Circuit Education Officers	Literature study Interviews and questionnaires	Normative Descriptive	Analysis of relevant records and accounts
Do you think it is appropriate to re-admit these adults into formal secondary schools designed for school-age pupils ?	Principals, Teachers, Circuit Education officers	Questionnaires Interviews (Triangulation method	Descriptive	Comparing accounts with records
As a principal or a teacher, what are some of the problems you normally encounter concerning ability to learn, truancy, discipline and general behaviour of these adult students?	principals, Teachers	Questionnaire-graded interviews (open-ended) (triangulation) records	Normative Descriptive	Comparing accounts from questionnaires with interviews (triangulation)
Has the age regulation governing admission of pupils to schools outlived its significance ? Explain.	Principals, Circuit Education Officer.	Questionnaires trend studies Admission records	Descriptive	Comparing accounts from different respondents (triangulation)
What is the academic performance of the adult students ?	Principals, teachers	Questionnaires, school examination records	Descriptive	Comparing different school exam results and class progress reports
Is there a need for facilities to provide adults with formal secondary schooling or an alternative for non-completers in the Herschel district ?	Principals, teachers	Questionnaire (structured interviews, literature studies, records (triangulation)	Descriptive Normative	Analysing accounts and comparing them with records
What has been the effect on school pupils of adults entering their classes ?	Principals, Teachers	Questionnaire Interviews Literature studies Records	Normative Descriptive	Analysing accounts from respondents and comparing them with school records.

1976). This confidence can only be achieved as far as triangular research is concerned when different methods of data collection yield substantially the same results. Smith recommends that "*the investigator should be active in designing his research so that competing theories can be tested*". Research which tests competing theories will normally call for a wider range of research techniques than has historically been the case. This virtually assures more confidence in the data analysis since it is more oriented towards the testing of rival hypotheses.

Because triangulation allows for a number of schools in the district to be included, which helps to show a more holistic view of education outcome, this technique is suitable for the purposes of this study.

PROCEDURE FOLLOWED IN THE STUDY

In the present study the researcher used methods such as questionnaires, interviews, analyses of school records and previous research records in the district as instruments in producing data (See Table 5).

QUESTIONNAIRE

Though the use of questionnaires has some setbacks such as lack of flexibility, low response, problem of literacy and some other pitfalls, questionnaires appear to be the most popular research technique in education. Isaac and Michael (1971) emphasize the advantages of questionnaires by showing that they are inexpensive, self-administering and anonymous devices for the purposes of educational research.

Galfo (1965) indicates that questionnaires are the most used methods in educational research in cases where one cannot see personally all of the people from whom responses are needed for collecting data from a variety of sources in a comparatively short space of time.

Each questionnaire that was given to a respondent was covered by a letter indicating the following points:

- ◊ Identification of the researcher
- ◊ The purpose of the study
- ◊ Why it was important that respondents should answer the questions
- ◊ The assurance of confidentiality on the part of the researcher as regarded information provided by the respondents.

QUESTIONNAIRES FOR PRINCIPALS AND TEACHERS

There were meetings and discussions with principals and teachers at the start of the study to explain the rationale and value of conducting the research. The approach was adopted to enable the principals and teachers to participate in the research process because the researcher believes in the newer approaches to education research such as active research (Cohen & Manion, 1990), which involve research participants in the research process.

The question of social distance, that is, the kind of reasonable relationship the researcher needs to develop with the respondents is of vital importance in qualitative research. The researcher used the initial meetings as a strategy to familiarise himself and to encourage frank participation, openness and honesty. The researcher, throughout the research work, was open about his intentions, perceptions and feelings. Nonetheless, respondents' perceptions of the researcher did have an impact on their willingness to respond openly and frankly. However, after deliberations on literacy as a necessity among the young in the district, a historical and political understanding was built into the process. As a result, the researcher used this as a bridge between himself and the respondents throughout the study to achieve validation.

Principals, teachers and the community elders were given only the written open-ended questionnaire. The questions were designed in such a way that the eight main research questions were accommodated (See Appendix A.1 - C.2).

The two major questions that drive this study are:

1. a) After a couple of years outside the classroom what, in your opinion, has motivated these adult learners to go back to join the mainstream of secondary schooling?

   b) How did the adult students fit into the system of normal day secondary schooling meant for school-aged teenagers?

Related sub-questions are:

2. Write down why you think these adult learners are late in completing standard ten.

3. Do you think it is appropriate to readmit these adult learners into the formal secondary schools originally designed for school-aged pupils? Give reasons.

4. As a principal or a teacher of some of these students, what are some of the problems you normally encounter concerning a) ability to learn; b) truancy; c) discipline and general behaviour of these adult students?

5. Has the age regulation governing admission of pupils to school outlived its significance? Explain briefly.

6. What is the academic performance of the adult students?

7. Do you think there is a real need for facilities to provide adults with formal secondary schooling or an alternative for non-completers in the Herschel district?

8. What has been the effect on school pupils of adults entering their classes?

COMMUNITY ELDERS' QUESTIONNAIRE (See Appendix C.2)

There were meetings, in a form of discussions, which preceded the written open-ended questionnaires to the elders of the community. The researcher had hectic but lively moments with some of them. The following situation arose from the anxiety the research project seemed to have caused amongst the elders: Mr Belle, a retired education officer in Litseng Village, wanted to know whether it was only through a research work the "people up there" - the government - would know that the people in the Herschel district needed adult education facilities. The researcher enabled him to understand that the research was only meant to find out and confirm the adult education needs of the people. He continued with some pertinent questions which were tactfully explained. He later presented a comprehensive account of the early missionary work in the Herschel district to the researcher. Almost all the elders who participated in the discussions were eager to know when adult school would be provided in the area - a sign of the community's thirst for knowledge and perhaps their readiness to participate in establishing an adult education projects in the district.

QUESTIONNAIRE FOR ADULT LEARNERS

The adult learners' questionnaire was developed to cover four components:

a) Open-ended question which was given to 50 sample respondents to write down reasons why they did not complete standard 10 and why they decided to come back to school after a long absence from the classroom.

b) The second part found out about personal information and the socio-economic status of the students' parents (See Appendix D.2).

c) The third section entreated the adult learners to tell their aspirations and related matters (See Appendix D.3).

d) The last section was about learners' experiences at school as adult learners (See Appendix D.4).

PROCEDURE

After the researcher was introduced to the school at the usual morning assembly, the adult learners were determined from the admission record book. They were grouped in one classroom where the researcher met them. Permission was obtained from the principal to use the time as an English lesson period. It was a double period lesson of 60 minutes. The first 30 minutes was devoted to explaining the open-ended

(composition writing), and, the second period was used to explain some words that were used in the questionnaire which the researcher felt might be difficult for the students to understand (vocabulary & synonyms).

This method enabled the researcher, the teachers and the adult learners to participate in the research work. It offered the researcher the chance to explain the motive behind the study. It also enabled the respondents to understand well the meaning of the questions they were to answer. The open-ended question was discussed and planned on the chalkboard. The adult students were reminded about the difference between imaginative and factual compositions. They were entreated to write only a factual response. Questions were elicited from students and teachers who joined the lesson. The vice-principal also participated in this lesson at Mehlomakhulu Secondary School. This participatory approach helped the researcher to narrow the social distance between him and the respondents. The questionnaires which were given to the students at the start of the lesson were taken home to be answered. They were given three days to complete them. The principal collected and handed them over to the researher later on. The response was 100% in some schools and in others 80% on average. The lesson approach encouraged the respondents to complete the questionnaires in a record time. In Mzomhle Secondary School where no lesson was conducted response was dismally discouraging; response from the adult students was only 35%. The principal of the school later explained that the students had had a misconception about the exercise; they thought it was a calculated plan to rid the school of them. In Sterkspruit Secondary School, some of the adult students collected back the answered questionnaire they had already handed over to the principal out of the same fear of ejection.

INTERVIEWS

Interviewing was one of the principal instruments in producing data in the present study. It was used to follow-up the open-ended questionnaires and to validate the triangular technique. The research interview has been defined by Cohen and Manion (1990) as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation. Through direct verbal interaction between individuals data is produced. According to Dyer (1979), many people are more willing to communicate orally than in writing and therefore will provide information more readily and adequately in an interview than on a questionnaire. Possibly because it is less formal and therefore, less intimidating and because, if the respondent does not understand he can ask the interviewer to rephrase.

There are four kinds of interviews that may be used specifically as research tools:

1. the structured interview;
2. the unstructured interview;
3. the non-directive interview; and
4. the focused interview.

For the purpose of this study the focused interview was used though with open situation, flexibility and freedom.

The focused interview is the technique whereby the investigator controls the questions and also limits the discussion to certain parts of the respondent's experiences. The actual interview was focused on the subjective experiences of the adult learners who were facing the secondary school late completion situation.

GROUP INTERVIEW

A technique as a methodology of interviewing that has gained currency recently is group interviewing technique. The researcher of the present study used this instrument to augment the triangular method. In Cohen and Manion (1990), Watts and Ebbut have considered the advantages and disadvantages of group interviewing as a means of producing data in educational research. The advantages the authors identify include the potential for discussions to develop, thus yielding a wide range of responses. They explain, "*such interviews are useful ... where a group of people have been working together for some time or have a common purpose, or where it is seen as important that everyone concerned is aware of what others in the group are saying*". Alternatively, the group interview can bring together people with varied opinions, or representatives of different collectivities.

As regards the disadvantages of group interviews, the authors note that they are of little use in allowing personal matters to emerge, or in circumstances where the researcher has to aim a series of follow-up questions at one specific member of the group.

INTERVIEW PROCEDURES

The essence of the interview was to provide more information about aspirations and experiences of the adult learners and also to find out what they considered to be important reasons for leaving school prematurely.

The focus of the interview centred around a sample of ten adult students; (see pp.86-92) all were interviewed at school, at home and later, as a group. Their spouses, friends and teachers were also interviewed whenever possible. English was used for the interview.

The supervisor of the researcher participated in the group-interviewing process. A number of key issues were raised in an easy conversational style and a friendly atmosphere was maintained throughout;

The general pattern followed: (focussed interview)

a) Student's age, family - parents, spouse, brothers and sisters.

b) The student as a person - his/her perceptions about schooling, aspirations and dislikes.

c) Source of help towards learning.

d) The student's school experiences.

e) Reasons for not completing standard ten.

f) Reasons for returning to school after a long period outside the classroom.

The length of time for each interview was left open in that no time constraints were imposed by the interviewers. This was to enable the interviewees to express themselves freely and to talk as much as they reasonably could about their experiences as adult students.

Two methods of approach were used in the interview.

a) The interviewee was asked direct questions about his/her personal educational experiences, and then allowed to speak on the topic.

b) The interviewer set up a situation and then asked the respondent to comment.

Answers from the interviewees were recorded by the researcher and the supervisor.

There are many advantages in the open-ended interview: It is flexible; it allows the interviewer to probe so that he may go into more depth if he chooses or allow him to clear up any misunderstandings; the interviewer is able also to test the limits of the respondent's knowledge; it encourages co-operation and helps establish rapport; it

allows the interviewer to make a true assessment of what the respondent really believes and it also sometimes results in unexpected or unanticipated answers.

TREND STUDIES

Essentially, the trend study examines recorded data to establish patterns of change that have already occurred in order to predict what will be likely to occur in the future. The researcher therefore made use of school and previous research records in the district to enable him to predict and enhance validity of data produced. Nevertheless, there were difficulties in conducting the trend analysis since intrusions of unpredictable factors were likely to contradict expectations. These are some of the reasons which made predictions uncertain:

- The unpredicted increase in school population.
- The various school admission policies for the adult learners in the new educational dispensation.
- The amount of money and support available; and
- Political/ideological influence on adult education policy.

These uncertainties will influence negatively the validity of the trend technique.

DATA PRODUCTION

It took the researcher eight months - April to November 1993 - to conduct this study to collect data.

The researcher used a series of questionnaires, interviews, review of school and previous research records in the district to gather data. The researcher visited the ten senior secondary schools in the Herschel district as well as the education office where records such as admission register, attendance register, matriculation examination records and statistics of school enrolment were analyzed.

Questionnaires, which were accompanied by covering letters, were distributed to various respondents. In addition to a sample of 800 adult learners, elders of the community, circuit education personnel, school principals, teachers and some notable development agencies in the district were included in the study as sources for data production. A return of approximately 679 questionnaires was received from the adult learners. The researcher made use of a diary in which he recorded events during the study.

METHODS OF ANALYSIS

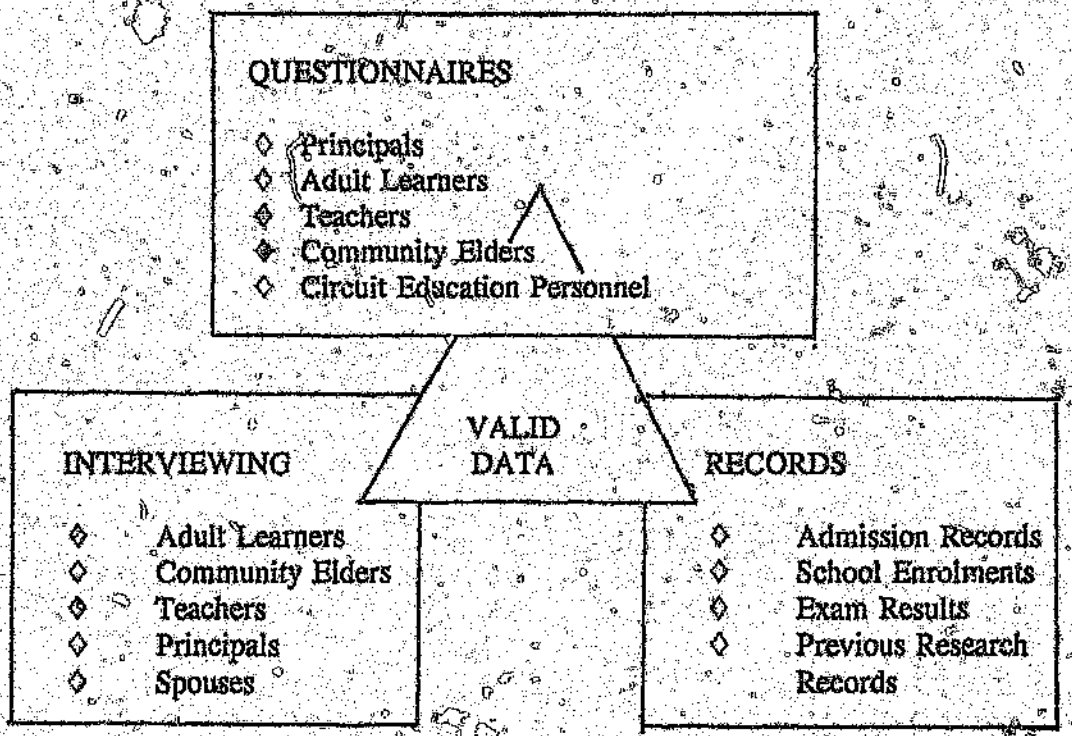
The study was carried out as an essentially qualitative one with some quantitative elements here and there. The method of analysis was descriptive with some respondents' quotations. "*Descriptive research in general involves the use of .... interviews and questionnaires in data gathering more than do other types of research in education*" (Lehman and Mehren, 1971).

Data collected from the respondents were coded. That is, responses to questions and other information about the respondents were translated and arranged in specific categories for the purpose of analysis. School records were analysed and compared with records collected from the circuit education office. There were also comparisons of principals' and teachers' answers. Tables and diagrams were used as illustrations. The report contained a proposal on an urgent adult education service centre which will serve as a study guide for the adult students, and also, a multi-purpose adult education institution for the people of the Herschel district.

VALIDITY

For the present study the researcher used the following figure to represent the application of Triangulation Technique.

Figure 3:



"*The single method approach in educational research yields only limited and sometimes misleading data*" (Cohen & Manion, 1990). For the present study the researcher overcame the problem of method preference by utilizing the multi-method approach - questionnaires, interviews, participation and records. This virtually assured more confidence in the use of triangulation which enhanced data quickly and validly. The participatory technique actually set up a process of future negotiation, joint problem-solving and planning; a process of democratic and participative decision-making about a future adult education programme in the district.

DEFICIENCIES

The research work could not be completed as scheduled. It was disrupted by a country-wide teachers' strike and meetings. Lack of a means of transport was a hindrance to the researcher. He had to depend on taxi transport which was not convenient during winter in Herschel.

In spite of several visits, two out of the ten principals failed to submit their questionnaires for no apparent reasons. Some of the answers (data) collected from the circuit education personnel were rather too sketchy and not detailed enough.

This study apparently, appears to be the first in the area investigated. There are therefore, likely to be unforseen limitations. Further research is therefore anticipated before any generalisations can be made. This research does not claim that the findings are applicable to any place besides the sample area in the study.

CHAPTER V

RESEARCH FINDINGS

The primary aim of this study was to find out why adults, at a certain period of their lives, decided to return to formal day secondary schools which are traditionally designed for school-aged pupils. Secondly, to find out how the adult learners were accommodated into the formal school system.

In the present study, data analysis has been categorized into three phases. The results obtained from the open-ended questionnaire administered by principals, teachers, education officers and elders of the community are presented in the first phase. The second phase discusses results obtained from the adult students' open-ended questionnaire that gives reasons for leaving school early and for why they decided to go back to complete standard ten. The third phase concerns the results obtained from the multiple choice questions answered by the adult students on their personal school experiences and family information.

FIRST PHASE: FINDINGS ON OPEN-ENDED QUESTIONNAIRE FOR PRINCIPALS, TEACHERS, EDUCATION OFFICERS AND ELDERS

Reasons for Dropping Out (Premature Leaving)

It is important that the term 'drop-out' be clearly defined and the criteria for assigning a learner to the category of "drop-out" rather than any other kind of school leaver be made transparent.

In view of the two examples reviewed in Chapter 3, two kinds of definitions are used.

a) The first is defined by Astin (1975) "*Drop-out is one who fails to complete his initial study expectations*". This is similar to Rosier (1978) "*Those who have left school without completing the full high school course*", and also Raju (1973) "*Those who leave school with no valid employment qualification*" - presuming that such qualification was the reason for enrolling in the first place. Auerbach (1978), by his use of the term "premature school leavers" implies something not complete - again presumably what is not completed is the students' initial study aim.

b) The second definition is that given by Brimer and Pauli (1971) "*A drop-out is a pupil who leaves school before the end of the final year of the educational stage in which he is enrolled*". This is the definition used by Verwey (1981), Mdluli (1980) and Nyikana (1982).

The second definition, which defines 'dropping-out' in terms of completing a given cycle which the student has entered, is more realistic than the first one, which speaks of study expectations, because study expectations are not constant throughout the learner's school career. At certain stages of his cognitive development, his expectations may not conform to his ability.

For this study, the question of non-completers is made complex by the structure of African education, which in the Transkei, involves Junior and Senior cycles in secondary schools. The absence of a well-recognized school leaving examination at the Junior school level makes it necessary for the learner to proceed to the senior secondary school for one year only to write the standard eight examination which has some, albeit limited, employment validity. In the minds of the learners, they have completed a course that empowers them for employment or to be trained as teachers, as nurses or as police. This phenomenon causes the senior secondary school to have a large drop-out rate at the end of year one, which inhibits the senior secondary function of preparing pupils for the senior certificate. In this study, the drop-out refers to the adult students, who after a course in schooling stopped before completing standard ten.

In order to get an insight into why adults are returning to school (the main research question) in numbers, it is important that the reasons why these adults left school prematurely should be discussed first.

Table 6: Sample Size For Findings on Open-Ended Questionnaire

(Reasons for Early Leaving and, Returning to School)

SAMPLE	NO.	RESPONSE	%
Principals	10	8	80
Teachers	25	20	80
Education Officers	3	3	100
Community Elders	10	7	70

REASONS FOR EARLY LEAVING

An open-ended questionnaire was sent to ten principals, twenty-five teachers, three education inspectors and ten community elders. Eight principals returned their responses. Twenty teachers responded, but five did not. All three of the circuit education officers returned their answers. Seven out of ten community elders also returned responses. Generally, there was not much difference in the findings collected from the above respondents.

1. Principals

Ten principals were asked to indicate what they felt were the major causes of premature school leaving in the Herschel district. Seven of the principals

indicated that lack of parental attention, as a result of migrant labour, contributed to the problem of early leaving. The responses of fourteen teachers (70% of the teacher sample) further reinforced the idea that lack of parental control was a major cause of indiscipline and drop out in African schools. Generally, the parental level of education was a problem on which almost all the respondents commented. One principal said, *"Illiteracy in our district is a sad issue. Our people do not see the need to send their children to school because there are jobs in the house to be done. They want the boys to look after sheep, goats and cattle in the veld. The situation with girls is even worse. The moment the girl reaches the age of fourteen or fifteen years she is expected to marry to bring to the parents lobola (money or porperty paid to the parents of a bride). I think the solution lies in the provision of literacy education"*. A female principal commented that there should be a special school in the district where over-aged learners and those who did not excel academically could be sent to learn to adjust.

2. <u>Teachers' Open-Ended Questionnaire Interview</u>

20 teachers (80% of the sample) responded to the question of early leaving. 80% said that distortion in age distribution, caused by large numbers of over-aged pupils who do not perform well in class, is cause for early leaving. The over-aged learners feel uncomfortable and humiliated among the young ones and therefore often decide to leave prematurely. Teenage pregnancy and poor academic performance were also closely associated with drop-out. 60% of the

teachers indicated that lack of motivation caused learners to drop-out of school. It was also said that high pupil-teacher ratio, lack of teaching materials, programmes unsuitable to the needs of learners and poorly qualified teachers were all causes of premature leaving. Three young teachers asserted that some of their colleagues were unreasonably hostile to learners and this caused fear and truancy in schools. The findings indicated that illiteracy, unqualified or hostile teachers and poor educational facilities make learners leave school prematurely.

3. Circuit Inspectors

The responses from the three (100%) inspectors revealed that poverty and unemployment on the part of the parents were the main causes of early leaving in the Herschel district. Another cause was attributed to home duties assigned to learners by working parents. This often forced learners to leave school earlier than expected. Teenage pregnancy, sickness caused by malnutrition, long distance between learners' homes and schools were found to be contributing factors.

4. Community Elders

The elders of the community (100%) attributed dropping out to learners having friends who did not attend school. Four of the elders indicated that hostile teachers were also responsible for truancy. The elders noted also that some teachers involved students in a loose life such as alcohol abuse and dagga

smoking. Such behaviour of the teachers inhibited learners' progress and caused non-completion at school. Three elders asserted that politicians were manipulating pupils for their own selfish ends, by organising boycotts and lack of discipline in schools, thereby greatly disturbing school administration and increasing early leaving.

Table 7: Reasons for not Completing Standard 10

REASONS	NO. OF MEN (N = 23)	NO. OF WOMEN (N = 27)	TOTAL (N = 50)	%
Poverty	20	15	35	70
Teenage Pregnancy	-	18	18	36
Unavailability of Schools	15	20	35	70
Opportunities for Jobs	11	13	24	48
Poor Academic Performance	7	4	11	22

WHY ADULT STUDENTS RETURNED TO SCHOOL AFTER LONG ABSENCE FROM THE CLASSROOM

When principals, teachers and elders were asked to state why the adult learners, after a long absence from the classroom, decided to return to the formal secondary school the respondents gave answers which fell into five main categories: (See Table 6)

- For social recognition
- To obtain the standard ten certificate for employment
- To enable them to further their studies
- The political change in the country posed a threat to people without a standard ten certificate
- Removal of apartheid has given South Africans hope and therefore the culture of learning is being rekindled.

Other reasons were mass retrenchment, the policy on compulsory and free education and an encouragement from the department of education. The ANC's draft policy on education plans to draw in the scores of people who have fallen out of the system along the way and to give them access to learning at any point in their lives (Business Day, Tuesday 3 May, 1994).

Table 8: Reasons for returning to secondary school as indicated by various samples

REASONS	PRINCIPALS/ TEACHERS (N = 35)	COMMUNITY ELDERS (N = 10)	ADULT LEARNERS (N = 50)	EDUCATION OFFICERS (N = 3)	TOTAL (N = 98)
For Employment	28	7	40	3	78
Further Studies	22	5	38	2	67
Retrenchment	25	5	22	3	55
Free Education	26	5	44	3	78
Socio-Political	20	4	16	3	43

Principals and Teachers' Views About the Adult Learners

As regards the appropriateness of admitting adults in the secondary schools, 3 principals out of the 8 who responded to this question, felt it was not advisable to allow adult students into the secondary schools. All the circuit inspectors (3), however, were in favour of adult learners in the schools. Of 17 teachers, 9 (as against 8) said it was desirable to admit adults in the district into the senior secondary schools since there was no alternative for them.

Sacrifice

The results of the research indicated that the adult students were sacrificing their wages, salaries and personal comfort, family responsibility like child rearing and interpersonal relationships in return for education. They had the hope that this sacrifice would empower them to contribute their quota to the development of a democratic society.

General Behaviour of Adult Students

When asked to tell the problems encountered concerning ability to learn, truancy and general behaviour of the adult students, 3 out of the 8 principals lamented over the general behaviour of the adult students. Beside the teachers and the nurses who were admitted and who were actually assets to the schools, most of them lacked concentration. Because of family commitments they did not attend classes regularly. They did not take instructions especially from female staff members. They were slow learners and those from the mines displayed the lowest ability to learn. Most of the principals (80%) complained about overcrowded classes, sometimes 1:90 and that, therefore, no individual attention was possible. However, the general behaviour of the adult students at school was acceptable. They advised the young ones and at times tried to defuse unrest in the schools. They were quite disciplined and were determined to learn. Also there was a healthy competition between them and the young ones, which encouraged them to learn hard.

Teachers' Perception

There are also those aspects of teacher perceptions of adult students, including their knowled and teaching methodologies, and overall expectations that the adult students would be motivated, enthusiastic and more likely to succeed in examinations. Although teachers reported little or no change in their approaches as a result of adult students in their classes, observations suggest that subtle changes were being implemented even if teachers were not conscious of this process. What teachers did report, on the other hand, was that those strategies which acknowledged the adult status of the pupils were equally effective with adult students. One concern teachers did report in this context was that a lack of information regarding the adult students did restrict the development of strategies and programmes. There were two aspects of this. First, that while aware of the ethical issues of privacy of information, the teachers felt that more details of student background, experiences and expectations would assist in planning provisions. Second, that great opportunity to hold discussions with other teachers and adult students would produce a more reflective practice and be of benefit to all involved.

A Possible Alternative Way

Respondents were asked to think of any possible alternative way of accom g the adult learners. The provision of separate classes and textbooks and the need for individual attention, meaning classes of manageable sizes, were stressed. The majority of the respondents (78%) said that the existing secondary school curriculum is designed for school going adolescents and therefore is unsuited to adults, especially those who

have stayed away for several years. An appropriate secondary education curriculum for adults should therefore be designed on the basis of flexible access, taking into consideration learners' educational attainment, learning skills and life experience and should enable learners to have a large measure of control over timing, pace and location of their learning without losing the necessary structure for study.

Age Regulation

When asked whether the age regulation governing admission of pupils to schools had outlived its significance, seven principals and five teachers stated that the regulation could be effective only when provision for over-aged learners had been made.

Other Facilities

Regarding the need for facilities to provide adults with a formal secondary education or an alternative in the Herschel district, it was revealed that adult night and Saturday classes had been tried and had failed dismally. There were no teachers for some subjects. The teachers available were irregular in attendance. The students had transport difficulties in getting to the night school and there was lack of safety at the venue. Formal secondary schooling has been, therefore, the only option. Distance education was seen as another good option for the adult learners in the district. However, the need for self-discipline was stressed.

PHASE II: OPEN-ENDED QUESTIONNAIRE FOR ADULT LEARNERS

Reasons for Leaving School Prematurely

Fifty adult students were asked to tell why they could not complete standard ten at the age of 18 years. All the students (100%) returned their responses.

Table 9: Sample of Adult Learners for Open-Ended Questionnaire

MEN	WOMEN	TOTAL
23	27	50

The five main reasons obtained from the responses on the open-ended questionnaire showed that most of the adult students (70%) left school uncompleted due to parents' inability to buy school materials and to pay fees. The majority of the women (66.6%) dropped out due to teenage pregnancy. Another major factor which stopped some of the women from going to school was that their working parents left smaller children at home in their care so they had to play the role of mother. Most of the men (65.2%) said that, on completing standard 7, there were no senior secondary schools near where they were living so they had to look for employment elsewhere. Eleven men and thirteen women (48%) stopped at standard 8 because they had a chance to be trained as teachers and nurses.

The findings revealed that about 30% learners could not complete school because they could not pass their promotion exams; they kept on repeating till they decided finanly to leave prematurely to look for jobs.

PHASE III: MULTIPLE CHOICE QUESTIONNAIRE FOR ADULT STUDENTS

SECTION A: SOCIO-ECONOMIC STATUS

To gain an understanding of the socio-economic situation of the adult students, the researcher probed for information about interpersonal relationships, for example, the extent to which the respondents had contact with their families. Questions to determine the adult students' perception of life circumstances included rating scales which measured the extent of poverty or family income. Of the 800 questionnaires distributed, 679 usable responses were returned.

Out of the sample of 679 students, 41.3% (as against 58.6%) were male students. 171 (25.1%) were married whilst 32 (4.7%) were divorced. The whole sample was in the potentially economic working category of between 21 and 45 years. The age profile of the adult learners indicates a need for education and training facilities that will meet the aspirations of an improved quality of life. Though only 25.1% were married, 57% of the adult students had children some of whom were attending school. In fact, some of the adult students were in the same classes as their children.

Table 10: Age Group of Adult Students

AGE GROUP	21 - 24 YEARS	25 - 30 YEARS	31 - 45 YEARS	TOTAL	%
MALE	214	57	12	281	41.3
FEMALE	254	94	30	398	58.6
	468	151	42	679	

Educational Level of Parents

The findings showed that the mothers of almost three quarters of the sample (73%) were responsible for their education. As many as 68% had illiterate mothers, decreasing to 16% amongst those with between standard three and ten qualifications. Only one student had a mother who was attending a university.

As regards the type of work the mothers did, a large group of the adult students (54%) had mothers who worked in unskilled jobs or else as full-time housewives. This study found that the educational level and occupational status of the respondents' fathers influenced their own educational attainments. However, the migrant labour system also influenced the educational attainment of the respondents.

Domicile of Parents

The analysis of the data indicated that 28% of the adult learners stayed with their married parents while 72% stayed with single parents or stayed alone (some adult learners rented rooms near their schools). This made school attendance irregular, because some had to look after children while parents were away. This eventually forced them to leave school prematurely.

Table 11: Domicile of Parents

Both parents at home	190	28%
A single parent at home	251	37%
Neither parents at home	237	35%

For the majority of parents or co-habiting couples, the partners were away elsewhere. An explanation of a spouse's domicile elsewhere may be linked to the migrant labour situation.

Size of Household

It was discovered that most of the adult students did very little learning at home. One may, therefore, conclude that living in a large household could be related to the level of education that the respondent would attain. Only 42% of the adult students were living in households containing six or fewer people, while 34% were living in households with seven to nine people and 24% in households with ten or more people.

Family Income

The total monthly income that all members of each household earns is shown in Table 12. However, there is a considerable number of families that apparently have no regular source of income. There are even families where it was stated that no one was employed. It may be assumed that some informal source of income was not declared in the questionnaire. In general the family incomes are low. In many cases a total monthly family income was up to R250 and that 60% or more of the 679 respondents had a total monthly family income of R450 or less.

Table 12: Percentage of families whose total monthly income from all sources falls into selected categories

NIL INCOME	UP TO R250	R251 to R450	UP TO R450	R451 TO R1000	OVER R1000
20	35	25	60	15	5

Pensions Income

About eight percent of the population in Herschel receive a pension. The monthly pay is about R300. The payments are made every other month. Pensions play a very important role in providing income for the people.

SECTION B : ASPIRATIONS, SCHOOL AND RELATED MATTERS

The findings showed that most of the adult students (51%) had passed standard nine. They were therefore aiming at completing standard ten. The second larger group (29%) was at standard nine. The picture that emerged therefore is that most of the adult learners were admitted into the upper classes (standard nine and ten) to study for two years before writing the school final examination. It is striking to note that more than half (58%) of the respondents had repeated at least one year of school before. Among those who had returned, 46% had stayed away from school for more than eight years. Asked why they decided to come back to school even though some of them were employed without the standard ten certificate, their general response revealed that the standard ten qualification was regarded as a very important qualification among those who did not possess one.

Employment

The researcher explored whether or not the respondents were in paid employment and the type of work they were doing in relation to their level of education. The most striking feature regarding employment was the large number of the adult students who were unemployed during the period they were not in school. Only (27%) of all respondents were in regular full-time employment. In addition, 26.1% of the female students described themselves as being housewives. Another striking finding is the difference in the proportion of people who were unemployed in the various age categories. Amongst respondents aged 21 years to 24 years, the vast majority (81%)

were unemployed, decreasing steadily to 47% amongst those aged between 30 years to 35 years and further 31% amongst those aged between 35 years to 43 years.

The researcher, concludes that education to some extent, enables people to find gainful employment, but in the present harsh economic situation it cannot always help. Among those who were employed before returning to school almost four-fifth (80%) were working in blue collar occupations. The higher the level of education, the greater the level of skill required for the job and the more likely the respondent was to have a white collar job or semi-professional occupation. However, since the respondents did not possess standard ten certificate, they were in unskilled jobs.

SECTION C : EXPERIENCES AT SCHOOL

In this section, the researcher examined the adult students' opinions of the quality of education they received, namely how good (skilled) and helpful they thought their teachers were and how effective the methods of teaching were. The researcher also examined negative experiences outside the classroom and their impact on the respondents' education.

These experiences may have relevance on the way in which secondary education for adults should be approached.

The adult students were asked to indicate the extent to which they agreed or disagreed with a series of 28 statements on a three point scale. Generally, 339 (81.9% of the sample) respondents felt their teachers were sympathetic and were most willing to help them pass their examinations. However, 287 adult students (69.3%) wished they were given more school work to do at home. Adult students had a strong belief that secondary school education was preparing them for their future. 93.5% said their teachers allowed them to ask questions in class and were happy about their progress at school. 54.3% said they were to be blamed should they fail their final examination. Out of 394 adult students (96% of sample who responded to this question), 55.4% expressed cordial relationships with school mates, but 30% said they often felt uneasy about their age in class.

It is interesting to note that, in general, the adult students were loyal to their teachers and to their schools. Th - school experiences were less likely to be traumatic than objective reality, as measured for example by size of class, would suggest. The level of school attainment too was not significantly related to the respondents' opinions of teaching and teachers.

Table 13: Standard Ten Examination Results of Adult Students in Senior Secondary Schools in Herschel - 1992

SCHOOL	NO. OF CANDIDATES	NO. PASSED	EXEMP-TIONS	FAIL	% PASS
BLIKANA JONAS GODUKA	177	57	5	115	32.40
MASAKANE	83	41	7	42	49.39
MESILOMAKULU	88	62	9	26	70.45
NZOMHLE	10	4	-	6	40
NKULULEKO NYATHELA	58	12	-	46	20.6
STERKSPRUIT	108	36	3	61	33.3
ST. THERESA	60	41	19	18	70
TLOKWENG	24	13	4	7	54.16
TOTAL	608	265	47	321	43.58

(The percentage pass for senior secondary schools in the Herschel district in 1992 was 54.7%).

There may be at least three explanations for these answers. In the first place, theories in psychology that emphasise that perceptions are not only influenced by the reality of a situation, but also by beliefs, values and [illegible]s may be relevant here. Central beliefs concern oneself. Thus, if individuals in a group have a low self-image and

believe that negative stereotypes about their group apply to themselves as individuals or if they feel powerless, they are far more likely to accept their life circumstances without question, compared to those who feel powerful and in control of their own lives; those who, in other words, are able to question and challenge.

Another explanation is that people who lack comparative standards are unlikely to be able to evaluate their own experience against those of others; what we know and that with which we are familiar seems right for us. A third explanation is that life outside school is far harsher than school life. In view of the high degree of unemployment that affected the respondents and in view of the type of jobs they held, it was likely that their perceptions about their teachers were influenced by specific situations.

If any of the explanations is true, the implication here for adult secondary education is that development of critical thinking and empowerment go together.

Extra-Mural Activities

Of the 395 adult students (96% of the sample) who responded to this question, 277 (65%) took part in extra-mural activities and played in various school teams. But 118 (28.5%) said they could not mix well with the young ones during games and so left the campus when it was time for recreational activities.

288 respondents (69.6%) felt that frequent class boycotts, too much singing and games interfered with their work at school.

Mode of Transport to and from School

Out of the sample of 412 who indicated the type of transport they used for classes, 74% said they walked between fifteen and thirty minutes every morning to school. The rest went to school by taxi. About two per cent of respondents said they were boarders and therefore did not need to travel. (The high schools are situated about 15 to 25 km away from some of the students).

When asked whether respondents would like to be classed according to age, 162 (39.1%) (as against 182, 44.2%) responded affirmatively. The 44.2% explained that mixing with the younger students was a good practice because, it gave them a healthy competition and urged them to prepare well before coming to school, and since some of them had stayed away for a long period, mixing with the younger ones enabled them to learn, seek help and share experiences.

Funding of Studies

Regarding funding of studies, almost 65% of the respondents said their parents were responsible for their education, while a third (34%) said they used their personal savings. Adult education at this point in time, therefore, relies solely on family support structures or on the individuals for its financing.

What Sacrifices Did You Make And What Were Your Aspirations?

Nearly all the adult students considered that they had sacrificed activities of their pleasures - wages, family responsibility, recreational activities, etc -and that their parents had made considerable sacrifices to keep them at school in the hope that they might obtain a better qualification for better jobs because, the earnings of every family member are insurance for the whole family.

IN-DEPTH INDIVIDUAL INTERVIEWS

The supervisor of the researcher participated in the individual and group-interviewing process. The researcher, before the interview, introduced the supervisor and the adult students to one another. The students were then briefed about the purpose of the interview, and a number of issues were raised in an easy conversational style. A friendly atmosphere was maintained throughout. The following are two of the ten in-depth interviews conducted.

FIRST INTERVIEW

Prof: How old are you?

Methuse: I am thirty-six years old.

Prof: How long did you stay away from school before going back to school?

Methuse: I finished school in 1978, so I think it is about fifteen years.

Prof: Why did you decide to go back to school after such a long time?

Methuse: I didn't pass standard ten.

Prof: What did you do during the fifteen years?

Methuse: I was working in Mlamla hospital as an assistant nurse.

Prof: Who looks after you at school now?

Methuse: I pay my own fees and buy my own books and uniform.

Prof: How do you get money for all these?

Methuse: I saved money in the bank when I was working as a nurse.

Prof: How much were you earning?

Methuse: I was paid R800 every month.

Prof: Apart from your teachers do you get any other source of help in your studies?

Methuse: I sometimes listen to educational radio broadcast.

Prof: Do you tape the lessons?

Methuse: No, I don't, I listen only, but school lessons are better than the radio broadcast.

Prof: Why?

Methuse: Sometimes I don 't hear well and also I can't ask questions if I don 't understand.

Prof: After classes, what do you do at home?

Methuse: I work, then sometimes study in the evening.

Prof: What type of light do you use?

Methuse: I use candles.

Prof: How long do you study in the evening ?

Methuse: I can't tell, but sometimes I sleep at about 9pm.

Prof: When do you wake up in the morning ?

Methuse: About 4.30 am and prepare for school.

Prof: How far is your school from your home?

Methuse: From my home to school is about twenty-eight km, it is far so I have rented a small room near the school.

Prof: What do you do during holidays?

Methuse: I do some gardening; I plant some vegetables.

Prof: Do you attend special classes?

Methuse: No, I am not interested. I feel I need some rest.

Prof: How do you find school life? How do you get on with your teachers and school mates?

Methuse: I am quiet at school so I don't get problems with people at school. The only problem is the new syllabus, it is difficult.

Prof: Would you have liked it if all adults of your age were given a separate school?

Methuse: No, I like to be in my school. It is good because I compete with the younger students who are brighter and it makes me learn hard.

Prof: What would you like to do if you pass this year?

Methuse: To be trained as a nurse or a teacher.

Prof: Thank you.

SECOND INTERVIEW

Question: How old are you?

Masiza: I am forty-three years old.

Question: At which standard did you stop schooling?

Masiza: Standard 8.

Question: Why could you not continue to standard ten?

Masiza: I lost my father when I was at standard eight. At that time I had a brother and a sister who were also in school. Being the eldest child in the family, I was supposed to be responsible for them. I had to stop to find a job in order to fulfil the family responsibility.

Question: What kind of job did you get?

Masiza: I was trained as a teacher at Bensonvale Training School.

Question: When was that?

Masiza: In 1974.

Question: Were you able to help your family after the training ?

Masiza: Yes, they all completed standard ten and had admission into the training college. They are both trained teachers now.

Question: Who looks after you at school?

Masiza: My wife is a graduate nurse at Mpilisweni Hospital; she graduated from UNISA last year. Apart from her salary, I sell sheep to get some good income.

Question: How do you get the sheep?

Masiza: I buy them from Lady Grey and retail at Sterkspruit.

Question; When did you start this business?

Masiza: About fifteen years ago.

Question: How do you like buying and selling sheep?

Masiza: I think it is a very good business. I have been able, from the proceeds, to build this house (a four-bedroomed tile roofed house, a boys' quarters which houses two house maids. There are two water tanks, a backyard piggery and a kraal in which there were about ten cows. In the yard was a beautiful vegetable garden).

Question: How do you convey the sheep to Sterkspruit?

Masiza: I do that on Saturdays and sometimes after school hours. I have no problem with transport because, I have this Nissan van I use. I am planning to buy a second van next month.

Question: This looks like a full-time business. Does it not disturb your studies as a student?

Masiza: Not so much. I have employed two labourers who take charge when I go to school.

Question: How long do you study in the evening?

Masiza: After supper, normally at 7pm, I study with my daughter till about 10pm when she leaves to bed. I stay on till about 11pm before I go to bed also.

Question: How old is your daughter?

Masiza: She is nineteen and also in standard ten in Tlokweng Senior Secondary School.

Question: Why did you not attend the same school with her?

Masiza: Oh! no, no, no.

Question: From Tinbank to Mehlomakulu Secondary School is about twenty-three kms. How do you get to school every morning?

Masiza: I use the van. I drop my wife at the hospital before I continue to classes, but my daughter commutes by taxi.

Question: Apart from lessons you receive at school, do you get other sources of help?

Masiza: No.

Question: Who advised you to go back to school to complete standard 10?

Masiza: I became very concerned when my wife registered for her degree with UNISA. Secondly the department keeps on advising teachers who haven't got the standard ten certificate to go back to school, so I applied for a study leave which was granted.

Question: How does your wife feel about your presence in the high school at your age?

Masiza: At first she didn't like it, she seemed shy but, soon she overcame her nervousness and encouraged me to learn. In fact, she sometimes helps me in composition writing. She has really been a source of inspiration to me.

Question: How do you feel at school among the teenagers and teache ?

Masiza: Some of the teachers were my friends with whom I attended teachers' meetings when I was teaching. They are very sympathetic and are always ready to help me. On the other hand some of the pupils are naughty and call me and the other over-aged students 'madala', meaning

old man. I don't mind such things, I turn them into jokes and get on learning. Really, there are two girls I taught in the primary school in my class. On the whole, they are friendly.

Question: Would you have wished to have a separate secondary school which will be for people of your age alone - adult secondary school?

Masiza: Very much! There are many adults of my age who want to go to school but, they are shy to mix with these naughty children. The new syllabus is also a big problem.

Question: What have you planned to do with your certificate if you pass?

Masiza: I want to be a graduate like my wife.

Question: Good luck.

Masiza: Thank you very much.

Some important issues that emerge from the interviews are:

i) <u>Sacrifice</u>:

The adult learners were sacrificing their wages, business and other comforts in return for education. In spite of the long distance they travel to school, lack of electricity and good communication, they were determined to study. Some of the adult students hired shacks near their schools in order to make it easier to attend school regularly.

ii) Aspiration:

All the adult students expressed a wish to pass the standard ten examination. Their perception about the certificate was almost the same. They saw it as a gateway to professional studies and therefore an obstacle to overcome on the way to self fulfilment.

iii) Need for Institutional Support:

All the ten adult students interviewed complained about difficulty with the syllabus being used. People who had stayed away from school for more than ten years would definitely find it difficult to cope with lessons at school. This problem could be reduced considerably if some learning support is given to them.

SUMMARY

In this chapter, the researcher has reviewed the educational situation of adults who returned to study in the secondary school after having left school before completing standard ten. The researcher also examined the attitude of the various sectors of the Herschel population and the adult students specifically towards a school leaving or a matriculation certificate.

The findings from the responses to questionnaires and interviews, and the analyses of adult learners' school records indicated that the common aspiration amongst the adult learners and for which purpose they returned to school, was to obtain a standard ten or matriculation certificate for either better employment or for further studies.

In addition to teenage pregnancy which caused female students to drop out of school, ancial constraints, role conflicts, difficulty in understanding lessons are important reasons why learners do not complete their secondary schooling.

As far as family characteristics are concerned, adults who returned to study in the secondary schools came from families with inadequate income, extended and overcrowded families and the majority did not stay with parents.

In relation to the respondents' experiences of adult learning in the formal secondary school, the most striking factor is the high failure rate. In this regard, the teaching methods used to teach adults and the lack of specialised teachers trained to teach adults in the secondary schools need to be queried. These findings lend weight to the stress that we continue to place on the need for a different approach to education and different methods of education for adults and children.

However, in spite of the high failure rate, which is, of course, a phenomenon in all black schools in South Africa, 60% of the adult students reported greater satisfaction from the 'mixing of ages' at school than the more 'adult-only' context of the two alternatives. Here, phrases such as 'fun. 'new ideas', 'challenging', and so on were mentioned to indicate their disapproval of any suggestion for 'adult-only' classes in the school situation. Also within this category were cited factors such as greater teacher availability than at either night or Saturday school. There was also the mention of more opportunity for discussing work with staff, adult students and pupils.

This strong support for a re-entry at school level, and in class with the teenage pupils, brings into some doubt the notions underpinning andragogy which hold that the adult learner is different from the young learner, thereby requiring differential curriculum and teaching strategies. In fact, this study found that the interaction of age integration was held by almost all involved - circuit officers, principals, some teachers, adult students and pupils - to be one of the primary benefits of returning to school. While most of adult students preferred each other's company out of class, the minority (40%) advocate 'adult only' learning contexts.

CHAPTER VI

CONCLUSIONS AND DISCUSSION

The findings of this study indicated that the milieu factors which precipitated the influx of adults who are in their late twenties and forties in the Herschel district into the formal secondary schools in recent years (from 1989) were socio-economic. Faced with difficulties in finding employment and how to survive in a hostile world with few employment opportunities, school leavers found an option was to return to school to complete their secondary school education with the aspiration of getting jobs or continuing studies at universities, technikons or colleges. The adult learners believed that secondary schools would enhance their social status.

The vast majority of people in South Africa have deliberately been given an inferior education, if any at all, with the aim of preventing them from reaching their potential. However, the study indicated that the influx of adults into the secondary schools was a hopeful sign that the country was moving away from apartheid, into an era of freedom and democracy, where, in the future, there might be equal opportunities of education and employment for all sectors of the population. These signs of change had rekindled the culture of learning amongst the disadvantaged youth who had no alternative but to return to complete secondary school.

The study indicated also that the main reason for leaving school before completing standard ten was shortage of money. Amongst the female school leaving population,

almost a quarter left school as a result of teenage pregnancy. Other reasons for leaving school prematurely included lack of secondary schools in the Herschel district, the structure of Bantu Education which afforded opportunities for employment as a nurse, a teacher, etc., before completing standard ten, family pressure, lack of parental interest, difficulty in passing and the need to look after younger siblings.

Regarding problems experienced with adult studies in schools, it is relevant to note that financial problems remained important, other problems, such as difficulty in understanding the lessons, time constraints and long travelling distances to school, were important issues. The main problem, experienced by about half the respondents, was one of conflicting demands or of role conflict, for example, needing to do household chores.

Concerning family characteristics, the adult learners of this study came from families with inadequate incomes, or from families that were extended, and, as a result, living in overcrowded conditions. Overcrowding was found to be significant not only for obvious lack of comfort, but also for the lack of such essentials as a quiet place to study. The majority did not stay with parents.

The adult learners nonetheless, had high aspirations. Perhaps among the most significant, were the final students' intense desire to succeed, their willingness to study hard and to sacrifice their wages, salaries, social life and other comforts, so that they could, with their parents' support and sacrifices, make contributions to the enhancement of active participation in a democratic society.

DISCUSSION

The researcher's study indicated to him the obvious need for adult basic education in the district. Also, if some definite improvements were made in the socio-economic living conditions in the school provisions and in educating parents, there could be little doubt that a greater proportion of the non-completers would realise their goals.

The study revealed clearly that the main aim for the influx of the adult learners into the secondary schools was the hope that a general education would give them the broad based skills that are needed to obtain work or to further their studies.

For adult secondary education, these findings may mean that there was an acceptance of the importance of education and the willingness to learn, provided that learning was made relevant to the needs of the individual. It is vital to emphasise that education for adults should be based on their needs and aspirations rather than being based on the needs and values of those in position of power. It cannot be viewed as a process whereby passive recipients absorb knowledge through listening. It is not a process of prescription. Instead it is a process of active enquiry; of enriching the experiences of the learner and teacher alike and of facilitating critical thinking.

In this study, the researcher has sought to convey an indication of the complex and dynamic processes whereby in becoming an adult student the individual is integrated into the overall school culture. During this process, the adult student reflects both similarities with the school-aged pupils and differences from them as a result of factors of age, experiences and external circumstances. Nonetheless, the study clearly indicates

that there is no basis for seeing most of the adult students as requiring a different education, and even less for supporting a perception that they need to be separated from the school-aged population.

Furthermore, underpinning the research is the viewpoint that such a return to school provides emancipatory benefits within an overall conceptualization of the outcomes of life-long education. Here, the likelihood of technological and social change requiring re-skilling as an ongoing component would appear to support the contention that returning to education in general, and school in particular instances, is also likely to continue and more likely to increase. In turn, it can be held that this provides economic benefits, not only in terms of a better qualified population but also in the decrease of dependence on family support, as well as in terms of the increased taxation revenue such retraining would provide.

Basically, the study has argued for an increased awareness of returning to school as an option, even if not the only one, available for adult students. This awareness needs to extend not only to the adult students but to school staff and policy-makers. At various points in this study, and argued elsewhere in more detail (Cocklin, 1991b, 1992b; Walther, 1992), it is also possible to derive a number of general recommendations from this research of the adult student experiences of returning to school; in particular, those which pertain to processes of widening the availability of this as an option within the general notion of lifelong education.

Bearing in mind the principles of adult education, the researcher evaluated the education that is presently available for adults at secondary level in the Herschel district. What seemed clear from this evaluation was the dire need for the implementation of the ANC policy on adult secondary education in South Africa at the present time. Statistics of the University of South Africa's Bureau for Market Research indicate that more than half of South Africa's black and coloured population between the ages of 15 and 39 are potential candidates for education at this level. However, in spite of the large number of people who could benefit, adult secondary education is a neglected area.

This study recommends strongly that an important issue to be addressed, therefore, is the delivery of adult secondary education which can reach as wide an audience as possible. It is therefore necessary to examine the possibilities that distance education offers in relation to adult education.

In view of the vast potential audience for adult secondary education (the findings revealed that there were approximately 1400 - 27% of the senior secondary school enrolment - adults who were admitted into the secondary schools in Herschel in 1993, see Appendix E.1), the only feasible, cost-effective way of reaching as many people as possible is through distance education. This is a long-term programme.

This type of education is defined as "*an educational process in which someone removed in space and/or time from the learner conducts a significant proportion of the teaching*" (Peraton, 1992, p.7). Various ways of reaching learners, including auditory and visual means such as television, radio, audio, and video cassettes as well as printed materials,

and opportunities for interaction, example through discussion groups and personal contacts with teachers, are all used in this type of education.

Distance education, however, may present certain problems in Herschel. The learners are widely scattered (See Figure 2) and are living in a rural environment where electricity and telephone facilities are not up to date. The methods of reaching isolated people therefore can be difficult and the feedback process can be long and arduous.

The challenge that will face distance education planners in the district is to ensure that distance education is indeed a viable alternative to a classroom situation. Ways in which to reach vast numbers of people successfully need to be found. This can be done through preparation of materials and training of educators. Planners need to ensure that educational materials are easy to use and to understand. The formation of study groups, the holding of group discussions, the creation of opportunities for individual discussions and the offering of tutorials are important ways of doing this in Herschel.

Distance education relies heavily on the learner's own motivation to learn, which from the research findings is very much there, but the need for encouragement, for building self-confidence, for giving accurate feedback and for support cannot be ignored. The success of distance education in the Herschel district will rest, at least in part, on the efficiency and the effectiveness of the communication channels that will be established between the learner, the teacher and the administrators.

The researcher recommends that distance education in the Herschel district could start by firstly establishing a resource centre to take care of the adult learners who are currently admitted into the secondary schools. The resource centre should be staffed with qualified adult educators who will be responsible for planning, administration and tutorials. The centre will enable students to meet tutors in workshops to solve problems and to receive counselling, to meet other learners, to use the centre for photocopying, audio tapes, calculators and dictionaries. There will be handouts to augment the classroom lessons they are receiving from their various schools.

Meanwhile, the South African Council for Higher Education (SACHED) has decided to use the work it had done with one of its projects, Turret Correspondence College, to create a new distance education programme called "A Secondary Education Curriculum for Adults (ASECA)". This programme started in July 1994 after discussions with ANC, PAC, AZAPO, and COSATU. SACHED consulted also more than 100 organisations at regional level, universities, technikons, schools, colleges, trade unions and employers. The Community Agency for Social Enquiry (CASE) did a survey for SACHED of over 2000 learners. The survey showed SACHED what adults in South Africa need and want to learn. The Independent Examination Board (IEB) will provide ASECA learners with certificates on successful completion of the course. Universities, technikons and employers will recognise the ASECA certificates as a sound qualification.

It is the wish of the researcher to recommend strongly that the ASECA programme will be a solution to the numerous adult learners who are being admitted into the secondary schools in the Herschel district.

As an outcome, the return of adult students to education will have a number of benefits where it:

- ◊ assists in programmes of re-skilling and re-training of the workforce;
- ◊ assists in encouraging school-aged pupils to remain at school;
- ◊ diversifies and extends the range of experiences in the classroom;
- ◊ develops further community involvement and participation in schooling.

While these are primarily generalized points emerging from the research conducted, they do provide an indication of the implications deriving from adult students returning to school. Finally, then, it appears appropriate to conclude by returning to the points with which this research work started. In short, that, despite significant numbers of adult students returning to school, the literature reflecting on their experience remains sparse.

Lastly, if the recent acceptance that andragogy and pedagogy are overlapping parts of a continuum rather than two mutually exclusive categories is to be taken seriously, then this study should be regarded as a path-finder for more research work into the phenomenon of inter-generational education that is emerging in the Herschel district of the Eastern Cape.

APPENDIX A.1

Division of Adult Education

Reference: DDR/6/017

Telephone: 716-5229
716-5230

Date: 1st April 1993

CONFIDENTIAL

PRINCIPALS' QUESTIONNAIRE

Dear Principal

Receive hereby the attached open-ended questionnaires. The purpose of these questionnaires is to obtain information concerning adult learners who, after a long absence from the classroom, are re-admitted into secondary schools in the Herschel district of Transkei.

The researcher is interested in finding out the milieu factors and their relation to this steady influx of adult learners into the secondary schools. The researcher is interested also to find out whether there is a real need for facilities that may be necessary to provide a complex adult institution that will cater for secondary schooling, commercial, vocational, etc. in the Herschel district.

The researcher will be most grateful for your assistance in this regard. Your answers will be helpful and the information provided will be for the purpose of research only. In all cases your response will be confidential.

Thank you

S. ASIAMAH
(WITS UNIVERSITY)

N.B. **It will be very much appreciated if this questionnaire is completed and returned by the end of April.**

APPENDIX A.2. PRINCIPALS' QUESTIONNAIRE

Answer the following questions; you may not write more than half a page on each question. As much as possible be precise.

(A) After a couple of years outside the classroom, what in your opinion, has motivated these adult learners (21 years and above) to go back to join the mainstream of secondary school education?

(B) Write down why you think these adults are late in completing Std. 10.

(C) Do you think it desirable to re-admit these adult learners into the secondary schools? Give reasons.

(D) As a principal of some of these adults, what are the problem you normally encounter concerning (a) ability to learn; (b) truancy; (c) discipline and general behaviour of these students?

(E) What, in your opinion, would be the possible method of accommodating these adult learners?

(F) Has the age regulation governing admission of pupils to schools outlived its significance?

(G) Do you sincerely think that there is a real need for facilities to provide adults a formal secondary school or an alternative for non-completers (adult learners) in the Herschel district of the Transkei?

APPENDIX A.3

(H) Complete the following tables:

SAMPLE SIZE FOR ADULT LEARNERS: S C H O O L : .....

ABOVE 21 YEARS.

	STD. 8	STD.9	STD.10
MEN			
WOMEN			
TOTAL			

SECOND PHASE: 1992 MATRICULATION RESULTS FOR ADULT LEARNERS: SCHOOL

NO.	PASS	EXEMPT	FAIL

Reference: DDR/6/017

Telephone: 716-5229
716-5230

Date: 1st April 1993

CONFIDENTIAL

TEACHERS' QUESTIONNAIRE

Dear Teacher

Receive hereby the attached open-ended questionnaires. The purpose of th questionnaires is to obtain information concerning adult learners who, after a long absence from the classroom, are re-admitted into secondary schools in the Herschel district of Transkei.

The researcher is interested in finding out the milieu factors and their relation to this steady influx of adult learners into the secondary schools. The researcher is interested also to find out whether there is a real need for facilities that may be necessary to provide a complex adult institution that will cater for secondary schooling, commercial, vocational, etc. in the Herschel district.

The researcher will be most grateful for your assistance in this regard. Your answers will be helpful and the information provided will be for the purpose of research only. In all cases your response will be confidential.

Thank you

S. ASIAMAH
(WITS UNIVERSITY)

N.B. **It will be very much appreciated if this questionnaire is completed and returned by the end of April.**

APPENDIX B.2

TEACHERS' QUESTIONNAIRE

In about half a page for each question write down answers to the following. Please as much as possible try to be precise.

(A) After a couple of years outside the classroom, what in your opinion, urge these adults to go back to join the mainstream of secondary education?
(Adult is referred to any learner who is above 21 years).

(B) Write down reasons why you think these adults are late in completing Std. 10. Is there a possibility of any of them dropping out again?

(C) Do you think it is desirable to re-admit these adult learners into the secondary schools? Give reasons.

(D) As a teacher of some of these adult learners what are some of the problems you usually encounter concerning (a) discipline; (b) ability to learn; and (c) the general behaviour of these adult students.

(E) What, in your opinion, will an alternative method of accommodating these adult learners?

(F) Do you feel that there is a real need for facilities to provide adults with formal secondary schooling or an alternative form of education?

APPENDIX C.1

Division of Adult Education

Reference: DDR/6/017

Telephone: 716-5229
716-5230

Date: 1st April 1993

CONFIDENTIAL

COMMUNITY ELDERS' QUESTIONNAIRE

Dear Sir

Receive hereby the attached open-ended questionnaires. The purpose of these questionnaires is to obtain information concerning adult learners who, after a long absence from the classroom, are re-admitted into secondary schools in the Herschel district of Transkei.

The researcher is interested in finding out the milieu factors and their relation to this steady influx of adult learners into the secondary schools. The researcher is interested also to find out whether there is a real need for facilities that may be necessary to provide a complex adult institution that will cater for secondary schooling, commercial, vocational, etc. in the Herschel district.

The researcher will be most grateful for your assistance in this regard. Your answers will be helpful and the information provided will be for the purpose of research only. In all cases your response will be confidential.

Thank you

S. ASIAMAH
(WITS UNIVERSITY)

N.B. **It will be very much appreciated if this questionnaire is completed and returned by the end of April.**

APPENDIX C.2

COMMUNITY ELDERS' QUESTIONNAIRE

Answer the following questions. You may write about a page on each question.

a) After a couple of years outside the classroom, what in your opinion, is motivating adults (above 21 years) to go back to join the mainstream of secondary schooling?

b) In about 3 pages write down the History of Education of the Herschel District with particular emphasis on High School and Adult Education.

c) Do you think there is a real need for facilities to provide formal secondary schooling or an alternative for adult learners in the Herschel district?

d) Describe briefly the socio-economic activities of the Herschel district.

APPENDIX D.1

Division of Adult Education

Reference: DDR/6/017

Telephone: 716-5229
716-5230

Date: 1st April 1993

CONFIDENTIAL

STUDENTS' QUESTIONNAIRE

Dear Student

Receive hereby the attached open-ended questionnaires. The purpose of these questionnaires is to obtain information concerning adult learners who, after a long absence from the classroom, are re-admitted into secondary schools in the Herschel district of Transkei.

The researcher is interested in finding out the milieu factors and their relation to this steady influx of adult learners into the secondary schools. The researcher is interested also to find out whether there is a real need for facilities that may be necessary to provide a complex adult institution that will cater for secondary schooling, commercial, vocational, etc. in the Herschel district.

The researcher will be most grateful for your assistance in this regard. Your answers will be helpful and the information provided will be for the purpose of research only. In all cases your response will be confidential.

Thank you

S. ASIAMAH
(WITS UNIVERSITY)

N.B. **It will be very much appreciated if this questionnaire is completed and returned by the end of April.**

APPENDIX D.2

Answer the following questions. Try to be precise.

SECTION A SOCIO-ECONOMIC STATUS

1. Name: .....

2. Sex: Female ..... Male .....

3. Date of birth: .....

4. Home address: .....
.....
.....

5. Marital status: (a) Married [ ] (b) Engaged [ ]
(c) Divorced [ ] (d) Widow(er) [ ]
(e) Unmarried [ ]

6. Number of children: .....
Dates of birth of children: (a) .....
(b) ..... (c) .....

7. Is your mother alive? Yes [ ] No [ ] Age: .....

8. Is your father alive? Yes [ ] No [ ] Age: .....

9. Did your mother attend school? Yes [ ] No [ ] Std: .....

10. Did your father attend school? Yes [ ] No [ ] Std: .....

11. Where do your parents live?
Mother: .....
Father: .....

12. What type of work does your mother do? .....

13. What type of work does your father do? .....

14. Number of people living at home: .....

Number of children: ..... Number of adults: .....

15. Family income is about R ..... per month.

APPENDIX D.3

SECTION B ASPIRATIONS, SCHOOL AND RELATED MATTERS

1. Indicate the school in which you are enrolled

   .....

2. Present class: .....

3. At which standard did you stop schooling? .....

4. How long did you stay away from school? .....

5. Why did you drop out of school? .....

6. What type(s) of work did you do when you were not in school?

   .....

   .....

   .....

7. How much did you earn per month? R .....

8. Why have you decided to come back to school to complete Std 10?

   .....

   .....

   .....

9. Would you have liked to attend an institution which is not a secondary school?

   Yes [ ] No [ ]

10. Which institution? .....

11. If you do not qualify to attend a university or technikon, what will you do with your matric certificate?

    .....

    .....

12. What is the age of the youngest student in your class?

    .....

13. What is the age of the oldest student in your class?

    .....

APPENDIX D.4

SECTION C EXPERIENCES AT SCHOOL

INSTRUCTIONS: *A number of statements are given below. Read each statement and then circle the letter which best represents how you agree or disagree with these statements.*

A = Agree

B = Undecided/Uncertain

C = Disagree

1.	I have sufficient text books at school	A	B	C
2.	My parents/wife/husband did not want to be concerned about my education	A	B	C
3.	I work while studying	A	B	C
4.	I have never failed a class	A	B	C
5.	My teachers like me	A	B	C
6.	My teachers are willing to help me	A	B	C
7.	My teachers never made bad remarks about me	A	B	C
8.	My teacher sometimes teases me about my age	A	B	C
9.	My classmates call me names	A	B	C
10.	I feel uneasy in class about my age	A	B	C
11.	I do not find school work tedious	A	B	C
12.	I wish we got more school work to do	A	B	C
13.	I love my classmates	A	B	C
14.	I have many school friends	A	B	C
15.	I play in the school team	A	B	C
16.	School is preparing me for my future	A	B	C

17. Teachers allow me to ask questions A B C

18. My work is improving at school A B C

19. I may fail my present class A B C

20. No teacher hates me A B C

21. I will be to blame if I fail A B C

22. My parents/wife husband/children disturb my studies A B C

23. Too much stayaways/sports/singing is interfering with my work at school A B C

24. How far is your school from home? .....

25. How do you commute to school? .....

26. If by taxi or bus how much does it cost you per month? .....

27. Who is responsible for your education? .....

28. Will you prefer a separate class of your age group?

Yes [ ] No [ ]

APPENDIX E.1

TABLE 14: SENIOR SECONDARY SCHOOL ENROLMENT - HERSCHEL DISTRICT 1993

SCHOOL	BOYS	GIRLS	TOTAL	ADULTS	% OF ADULTS
BLIKANA	156	291	447	147	33
JONAS GODUKA	125	218	343	91	26.5
MASAKANE	176	335	511	205	40.1
MEHLOMAKULU	237	336	573	134	23.4
MZOMHLE	104	146	250	140	56
NKULULEKO	111	210	321	150	46.7
NYATHELA	54	96	150	57	38
STERKSPRUIT	501	663	1164	175	15
ST. TERESA	397	421	818	194	23.7
TLOKWENG	254	376	630	133	21.1
TOTAL	2115	3092	5207	1430	Ave 27.46

APPENDIX E.2

TABLE 15 SUMMARY OF STATISTICS ON SCHOOL AND COLLEGE ENROLMENT INSPECTION CIRCUIT - HERSCHEL APRIL 1994

SCHOOL	BOYS	GIRLS	TOTAL
Junior Primary	10977	10398	21375
Repeaters	2236	1670	3906
Senior Primary	7240	7900	15140
Repeaters	1489	1371	2860
Junior Secondary	4788	6308	11096
Repeaters	1200	1519	2719
Senior Secondary	1684	2740	4424
Repeaters	432	665	1097
	24689	27346	52035
College of Education	433	655	1088
TOTAL	25122	28001	53123

APPENDIX E.3

TABLE 16: 1991 POPULATION CENSUS - HERSCHEL DISTRICT

URBAN		
MALE	FEMALE	TOTAL
595	639	1234
RURAL		
78.151	84516	162667
	GRAND TOTAL	163901

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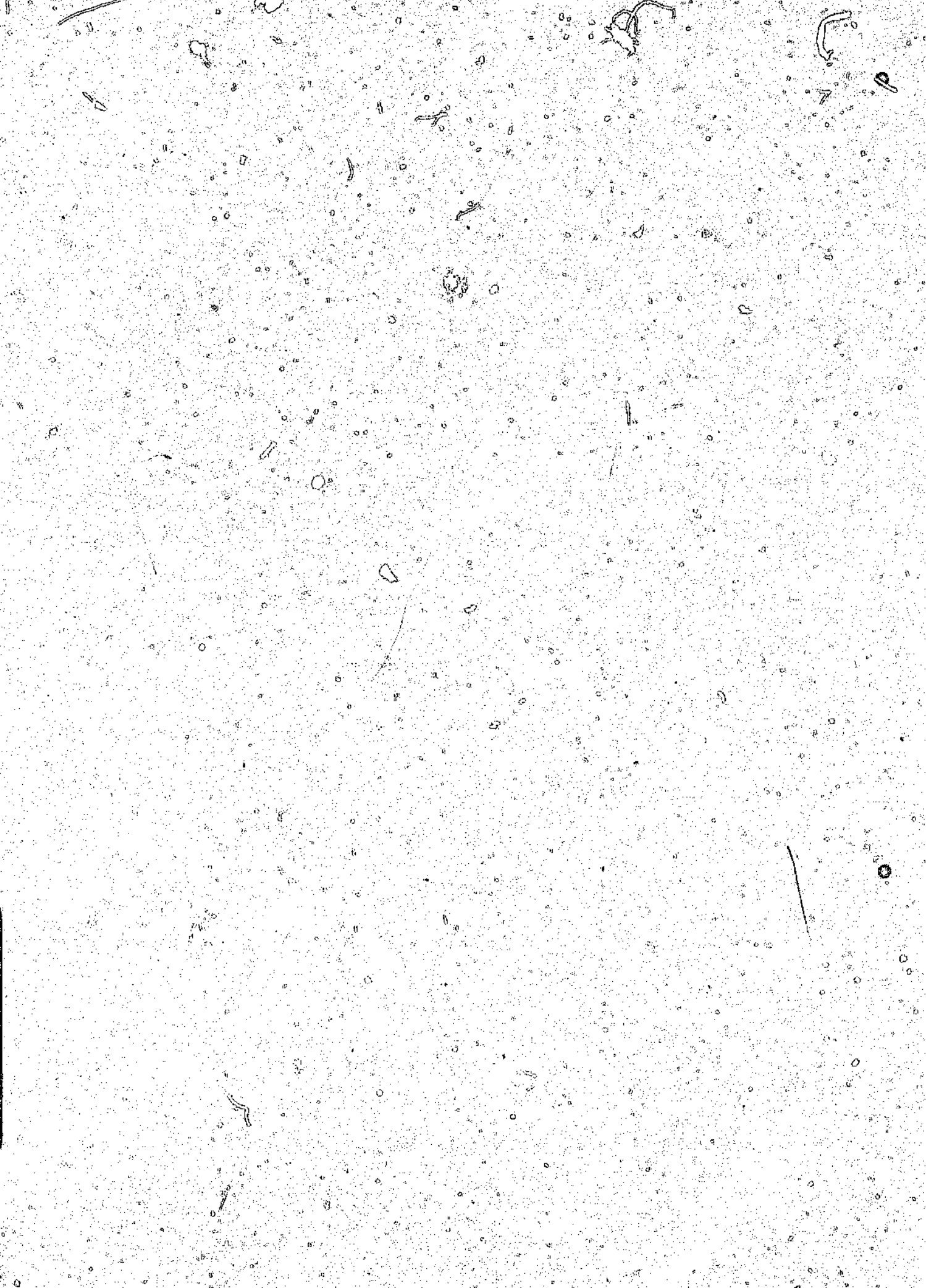
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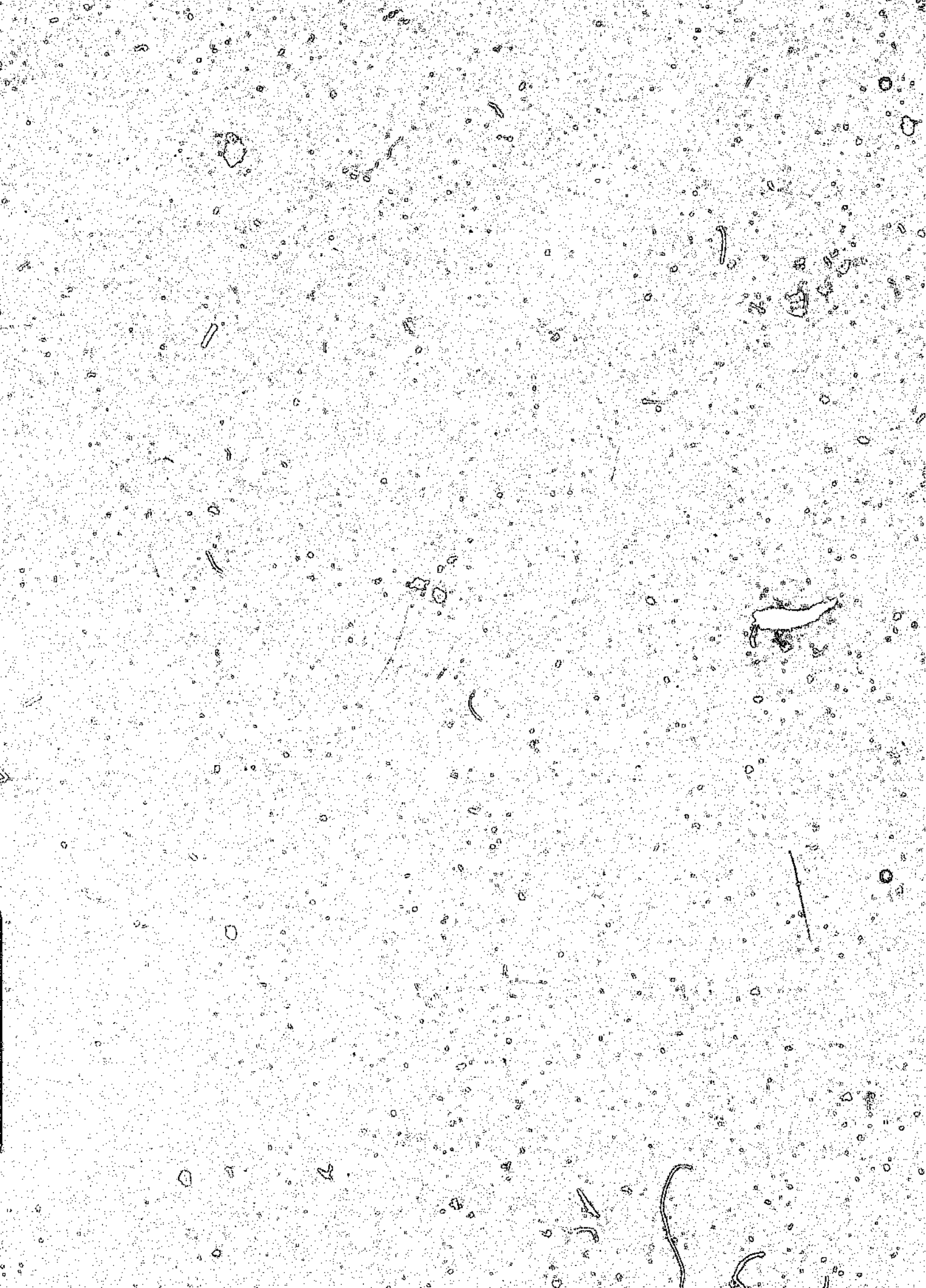
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