

General Education Certificate (Gec) Exit Point from Grade 9 Good for South African Education System and Economy

MKATEKO RAYMOND MALULEKE

Mulamula Traditional Council, Malamulele Region, Collins Chabane Local Municipality, South Africa

ABSTRACT : GEC will bring back that sense of controlling oneself's future at an early stage and history tells us that our economy was doing well during the tenure of standard 7 certification in those years of apartheid regime whereby many would follow their career by opting to pursue their studies at technical institutions like studying motor mechanics (mechanical engineering), plumbing, civil engineering, electrical engineering, bricklaying, carpentry, boiler making, mining engineering and others would be given scholarships and bursaries to pursue science and agricultural studies as recipients of education bursaries and scholarships. Germany has got five stages in their education system; early childhood education from 0-6 years which is optional, followed by primary education which is compulsory from 6 years, followed by secondary education which is divided into two streams: full-time general education and vocational training, tertiary education based on your choice from secondary stream and final continuing adult education.

The minister has done a good job by bringing back this certification to grade 9 which is formerly known as standard 7 in terms of the previous education system under apartheid regime. The system was very productive despite preventing black students to study commerce subjects in universities so that they may know the economy of the country. The teacher with honours degree as highest qualification in that school was supposed to be hired to be the principal of the school hence many were inspired to study unlike today whereby the unions decide who will be the principal of the school with just three year diploma from teaching college without having management skills as long that teacher is an active member of the union particularly SADTU. Those principals commanded a lot respect from school community and from their colleagues as they were highly educated than anybody in the school. With this introduction of this certification at grade 9, South Africa will move away from the highest illiteracy chart and the economy will grow now but the government should be ready to spend as many Technical Vocational Education and Training (TVET) colleges will have to be built particularly in remote rural areas to make education accessible for those who will decide to go vocational route. For the point of comparison with Germany education which is offering full-time general education and vocational training at secondary school levels, our country could learn a lot from this country taking into account those who are vocational inclined are the ones who work in those big plants that produce quality cars which are brands in our country. Such should be our inspiration with the introduction of this certification to industrialize our economy through this fourth industrial revolution presented to our education system and our economy in our purviews. Education has to serve the interests of its citizens in totality in different aspects of specialty rather than focusing only at mainstream education. The traditional leaders and councilors are expected to play their role to bridge the gap between the government and the citizens in their jurisdiction of work as mouthpiece of government which is composed by three spheres ranging from local, provincial and national.

KEY WORDS: DBE; DHET; TVET;NQF; NSC; N3; NCV; GEC;OSD; CTA; ANA; LTSM; learners; teachers

I. INTRODUCTION

Education is a service to customers or clients, although that statement raises questions about the nature of service and the identity of its consumers or clients (Harvey & Busher,1996:26). Education as a whole is successfully if it includes all stakeholders, namely: educators/lecturers, parents and students. The three parties work together towards educating the child, therefore, even in conduct, the three stakeholders are involved. The educator/lecturer should always be able to conduct him/herself professionally to each stakeholder (Mokgwatjana, 2015:15). Studies by Squelm & Lemmer (1994) and Heystek & Louw (1999) cited by Mestry and Grobler (2007:178) explain that active participation involvement improves learner performance, reduces drop-out rates, causes a decrease in delinquency and fosters a more positive attitude towards the school. The notion of grassroots community participation was constituted; the democratisation of education entails that stakeholders must be more actively and effectively involved in the activities of the school (Mahlangu, 2008:25).

All relevant stakeholders must be able to play their role in ensuring quality school level education in order for learners to be able to contribute positively to the economic growth of South Africa (Maluleke, 2014: 11; Maponya, 2010; Rangongo, Mohlakwana & Beckmann, 2016: 24-29). The introduction of General Education Certificate at grade 9 is precisely aimed to address the economic life of the community in which students will decide their fate to follow the route of National Certificate Vocational (NCV), N3 or continue with mainstream education which does not offer practical expertise during engagement between the student and teacher which will lead them to obtain National Senior Certificate (NSC). This will help the parents to encourage their children to decide early their careers at grade 9 as the first exit point of certification if their children will have to take vocational route or theoretical route rather than keeping their children in the theoretical route far than enough without exploring these other educational and opportunistically avenues available at their disposal because there was no any certification along the way except matric certificate as exit point from grade 1 to grade 12.

According to FEDSAS (2019:27), the school's stakeholders include but not limited to the learners, employees, the community, the service providers, the school's bankers, the media, and adjacent property-holders. The school's shareholders are those who particularly fund the school including parents, the provincial education department, the state and the tax paying-society. As far as possible, reasonable and practical constructive engagement must take place between the school and stakeholders on a regular basis. The researcher posits that the institution is composed by stakeholders and shareholders who are all interested in getting the institution thrive in its core business in order to contribute positively towards the local economy of the community concerned where the school is located. Every part of an organization, each activity, each department, and each level and each person, should work together appropriately for an organization to be truly effective, because everyone and everything affects and is affected by others (Slack et al, 2010:508). An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and how successful it was in doing it. This leads us to the ultimate source of an organization's culture: its founders (Robbins & Judge, 2013:553). The philosophy of the King III report is based on leadership, sustainability and corporate citizenship, and the report relates to institutions, boards of directors and all those charged with the functional responsibility of governance (Grove, 2009:20 cited by Bushney, Grundling, Naves, Nel & Vorwerk, 2012:13). In addition, emphasis was placed on the requirement to report on how the institution intends to enhance those positive aspects and eradicate any possible negative impacts on economic life of the community in which it will operate in the year ahead (PricewaterhouseCoopers 2009:2 cited by Bushney et al, 2012:13).

The introduction of General Education Certificate at grade 9 is precisely aimed to address the economic life of the community in which students will decide their fate to follow the route of National Certificate Vocational (NCV) or continue with mainstream education which does not offer practical expertise during engagement between the student and teacher. The single most important investment any country can make to its people is education. It has intrinsic and instrumental value in creating societies that are better able to respond to the challenges of the 21st century (NDP-2030, 2012:296). With the introduction of GEC on top of NSC, NCV and N3 indeed the instrumental value in creating societies that are better able to respond to the prevailing current challenges could become reality as everyone will have skills to do something in the purview of living.

Minister of basic education said the maths and science ability levels increased from 11% of pupils, demonstrating they had acquired basic mathematical and science knowledge in 2003, to 41% of maths and 36% of science pupils demonstrating this ability in 2019. The minister said through the country's participation in TIMSS "we have positioned ourselves as a learning system that is eager to measure our capabilities with those among the best in the world. Reacting to the results, Prof Rajendran Govender, president of the Association for Mathematics of SA (Aimesa), said there had been an improvement in pupils' performance if one looked at the point scores from 2003 to 2019. "It is important to note that there's considerable effort being put into trying to improve our learners' ability. The contribution of the department in terms of supporting the teachers is showing some improvement..." Govender said more needs to be done "in terms of enabling our teachers to facilitate teaching at a higher cognitive demand level (Govender, 2020:17).

Moloi, Dzvimbo, Potgieter, Wolhunter and Van der Walt (2010: 23-28) have argued that the success of South Africa's education system is dependent upon the quality of education provided to pupils enrolled at primary schools. Corporate social responsibility is the commitment of businesses to contribute to sustainable economic development by working with employees, their families, the local community and society at large to improve their lives in ways that are good for business and for development (Slack, Chambers & Johnston, 2010: 634). The grade 9 certification will encourage a lot of learnerships by businesses as they will be employing and training someone with potential for growth and acquire formal education by virtue of having recognized grade 9

Certificate which will be a license for vocational or theoretical learning at TVET colleges (FET colleges) or schools and for job opportunities. Teachers' concerns are usually with the quality of education experience which they provide to students and only rarely and reluctant with the commercial or marketing aspects of their work (Harvey & Busher, 1996:31). Studies by Harvey & Busher (1996, 30) cite that institutions must first plan where they want to go, analysing the four Ps-product, place, promotion and price of the original market mix as well as the other three Ps-people, process and the physical evidence of the production. The school is not operating in isolation or a vacuum but in a society, which has needs and demands which differ based on the ideology of an individual or family unit has in the state of the community and of the country. With grade 9 certification students could become artisans, plumbers, builders, crafters, motor mechanics and electricians through vocational route of learning of which this is very good for our local economy in rural remote areas, townships and urban areas.

According to Nash (2015:5), governing bodies are the most important strategic decision-makers and vision-setters in any school. Schools should work with local governments as shareholders to track financial problems and take constructive steps to resolve them (Nash, 2015:108). According to Nash (2015:16), local authorities should intervene early if things do not go well in their local school as the department's expectation remains, but guidance also clearly states that local authorities have no statutory powers of intervention with academies. Local Authorities are in charge of balancing the supply of places in the area to ensure that schools meet the needs of their communities and provide high-quality education at the lowest possible cost (Department for Education, 2011:11). Act No.108 of 1996 was enacted in accordance with Section 212(1) of the Republic of South African Constitution, which states that national legislation may provide a role of traditional leadership as an institution at a local level on matters affecting local communities. The most respected mouthpieces of the government in rural communities are kings, chiefs, headmen, traditional councils and ward councilors (Mampane, 2020:12). Many communities today have got a lot of drop-outs who cannot do anything for living as they do not have any recognized qualification at their disposal and such is a huge issue of concern to local authorities but with the introduction of grade 9 certificate local economies in different communities will grow positively.

According to Nash's study, local governments can intervene early if things aren't going well, but they claim that they don't have any legislative powers to intervene with academies whilst the Department of Education in England gives sole power to the local authority to see to it that the schools serve the needs of their local communities at an affordable cost but providing good quality education as they are responsible for the placement of pupils at schools in their local communities. Whereas in South Africa, the constitution grants the traditional leadership with overall matters affecting their local communities of which even ward councilors are part of this partnership as cited by Act No. 41 of 2003 Section 5(2)(a & b) which establishes a traditional leadership and governance framework, as they work hand-in-hand at the local level to ensure that quality services are provided to their people. Schools are one of their local entities to support and monitor if they are acting within the best interests of their communities. The researcher believes that the traditional leadership and ward committee members working alongside mayors and councilors are in a position of power to support, monitor and hold governors accountable in whatever they are doing in their jurisdiction, because the school does not exist in isolation; water, electricity and land is provided by the traditional leadership and municipality who are the mouthpieces of the state.

Studies by Squelm & Lemmer (1994) and Heystek & Louw (1999) cited by Mestry and Grobler (2007:178) explain that active participation involvement improves learner performance, reduces drop-out rates, causes a decrease in delinquency and fosters a more positive attitude towards the school. Whilst the improved 2023 matric pass rate is cause for celebration, consider the almost 500 000 children who started grade one in the same year but dropped out of school along the way. What can be done to ensure that more learners stay in the system until grade 12?(Umlambo Foundation, 2024). This GEC will reduce drop-outs by huge margin as students will know that after grade 9 they would have something to rely on to do their business or search for job opportunities that need skills rather than theoretical knowledge. During apartheid regime in the then homelands, education was made fashionable with emphasis to Agricultural Science, Mathematics and Physics whereby schools like Kheto Nxumayo High School at Giyani area and Shingwedzi Secondary School at Malamulele area were used as boarding schools wherein learners from former Gazankulu homeland schools would write centralized examination from the department of education at standard 7 which is now grade 9 and those who would pass such central examination they were taken to these schools in which they were offered scholarships and bursaries to pursue their studies in Agriculture whilst studying in Kheto Nxumayo High School or pursue Maths whilst studying at Shingwedzi Secondary School.

These schools produced doctors, economists, agriculturists, lawyers, teachers and the likes; such will be highly appreciated if this government could revive them once more in order to spark the old ambiance towards agriculture, mathematics, physical science and other scarce subjects which were taught to these few selected schools.

Objective of the study

- To assess and evaluate the degree of performance by learners and teachers during the course of the year within the current system in place if the intended results are achieved to the satisfactory of school community and the society at large with a focus to grade 9

II. LITERATURE OF THE STUDY

According to the authors, there is a need to critically monitor and evaluate the overall quality of education in all South African public schools in order to help pupils' master key disciplines such as mathematics and science. Studies by Fisher, Hirsh-Pasck, Golinkoff, Singer & Berk (2010:8) cited Shaklee et al (2008) posit that through the various stages of development, children at play begin to learn essential maths skills such as counting, equality, addition and subtraction, estimation, planning, patterns, classification, volume and area, and measurement. Children's informal understanding provides a foundation on which formal mathematics can be built. A landmark experiment conducted by Ginsburg, Pappas, and Seo (2001) examined the frequency of mathematics-related activities in four - and five- year-old children's free play period in daycare. During this time, children engaged in a variety of activities, including symbolic and object play. Regardless of gender and ethnicity, over half of children's playtime was spent in some form of mathematics or science-related activities: 25% was spent examining patterns and shapes, 13 % on magnitude comparisons, 12% on enumeration, 6% on dynamic change, 5% on spatial relations and 2% on classifying objects.

Feedback is the information which the sender gets from the recipient after a message has been sent and from which the sender can determine the success of the communication. Effective communication is a two-way process and information should therefore flow back and forth between the sender and the recipient (Rue & Byars, 1992:86 cited by Steyn & Mills, 2007:45). The educators and learners embark in an activity that needs reporting to one another before such reporting could be taken to the next step of authority in order to give a necessary recognition and this could mean that not only the teachers should be given recognition for doing an outstanding job in the class, the same should go to the learners who are doing an excellent job in the class compared to other learners after the feedback has been provided to the authority which could be the principal, SGB and the department for considerations. The definition of due process should be extended to appraisals to improve employee perceptions of equal treatment (Robbins & Judge, 2013:596).

South Africa is on the verge of introducing a nationwide implementation of a novel school certification, the General Education Certificate (GEC), targeted at grade 9 students. Angie Motshekga, the minister of Basic Education, emphasized that the GEC aims to offer learners enhanced opportunities to showcase their skills in inquiry-based learning, problem-solving in real-world scenarios, and crafting practical solutions (Umlambo Foundation, 2024). This certification will give access to NCV level 2 which is a beginning of a high-quality qualification that allows a student to start studying in the chosen career field after grade 9. The effective school culture includes many of the core values associated with democracy, such as tolerating and respecting others, participating, consulting and expressing views, sharing and disseminating knowledge, valuing equity and equality and the opportunity for students to make judgements and choices for their future (Kanana, 2015:3).

The introduction of GEC by DBE is another form of recognition to grade 9 learners and is a huge milestone in our education system to offer more options for our learners after grade 9 unlike in the previous 30 years whereby all learners were compelled by the education system in place to be academics using only one route of teaching. South African government during apartheid regime had this system in place whereby at standard 4, standard 7 and standard 10 there was issuing of certificate to students of which before this system was in place there was form III which was standard 8 which is grade 10 now and form V certification which was standard 10 by then and grade 12 today were highly respected in terms of quality taking into account that form III certification was known as junior certificate (JC) which would take a student to a first year college of teaching certificate. An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and how successful it was in doing it. This leads us to the ultimate source of an organization's culture: its founders (Robbins & Judge, 2013:553). The NCV at level 2-4 on the National Qualification Framework (NQF) offers programs comprising subjects that consist of academic knowledge and theory, integrated with the practical skills and values specific to each vocational area (Umalusi, 2013:11).

According to Umlambo Foundation (2024), Motshekga underlined that the primary objectives of the GEC is to better equip students for subsequent educational pursuit and employment opportunities. Despite reservations expressed by some academics, DBE has clarified that the GEC is not intended as exit point for students at grade 9 levels but serves as a valuable resource for informed decision-making among learners. The researcher believes that GEC will ease burden to mainstream education in the whole country because many learners are more inclined to learn through practice but such opportunity was not available for them hence they would stay at school they reach 20 or 21 years still at grade 10 or grade 11 as they were not having an alternative for vocational education or job opportunity that is graced by certification.

The minister of Basic Education is empowered to provide direction in terms education policy in the country; Section 3(4)(l) of National Education Policy Act No. 27 of 1996 coupled with section 6A of South African Schools Act No.84 of 1996 empower the minister to do consultation in order to make a well informed decision that have to be implemented by nine provincial departments of education in the country. Section 5(1) (a-f) to section 5(3) and section 11(1)(a-b) of the National Education Policy Act No.27 of 1996 compel the Minister to consult major stakeholders like principals, senior managers, National Education Training and Council (NETC), academics and governing body associations as well any person she may feel is having expertise on the national education policy. She introduced report 550 for senior certificate in 2014 for adult learners who are 21 years old and above who failed to get matric during their school going-age; now is GEC on top of report 190 and 191 as well as report 1919 which are equal to matric level at their exit points. NCV level 2 is grade 10 which is N1, NCV level 3 is grade 11 which is N2 and NCV level 4 is grade 12 which is N3 of which all of them give a student access to tertiary level.

The NCV at level 2 on the NQF enables students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment at an elementary level of a particular occupation or trade, or class of occupations or trades (Umalusi, 2013:11). This level on the mainstream education is just grade 10 with only theoretical concepts. The last NCV level at 4 on the NQF enables students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment in a particular occupation or trade, or class of occupations or trades, or for entrance into Higher Education. The NCV at level 4 on the NQF provides learning experiences in situations contextually relevance to the particular vocational area in which the program is situated (Umalusi, 2013:12). This level is equivalent or similar with grade 12 which enables learners to acquire National Senior Certificate (NSC) but put more emphasis on technical skills.

So the introduction of GEC in our education system reconfigure our education system and our economy whereby it will be expected that more colleges will have to be built and more teachers or lecturers at TVET colleges will have to be hired and their skills be improved in order to match the demand of the sector once the first certification has been issued at grade 9 as many will use this route for career purposes and for job opportunities of which is the way of studying in Germany where there are full-time general education and vocational schooling at secondary level. DHET and DBE will have to engage continuously as to how best will they extend their hands by building more colleges at remote rural areas to prevent exodus by learners from rural areas to urban areas where TVET colleges are within reach unlike in rural areas where you find only one campus in the whole area of Malamulele which has got almost more than 110 villages with more than 500 000 people relying on Shingwedzi campus under Vhembe TVET College. The introduction of GEC without considering building more colleges in remote rural areas will be equal to zero as high drop-outs and high illiteracy in the country are dominating in remote rural areas unlike in townships and urban areas. Traditional leaders have to release land for usage by the departments in building community colleges and TVET colleges for the benefit of their subjects who will in return contribute to the local community by using their acquired skills to start-up plumbing workshops.

Study by Msizi (2018:5) cites that the challenged regulations are derived from SASA 5A, which states as follows: “5A norms and standards for basic infrastructure and capacity in public schools, (1) the minister may, after consultation with the Minister of Finance and the Council of Education Ministers, by regulation prescribe minimum uniform norms and standards for:

- (a) School infrastructure;
- (b) Capacity of a school in respect of the number of learners a school can admit; and
- (c) The provision of learning and teaching support material.

(2) The norms and standards contemplated in subsection (1) must provide for, but not be limited to the following:

- (a) In respect of school infrastructure, the availability of –
- ❖ Classrooms;
 - ❖ Electricity;
 - ❖ Water;
 - ❖ Sanitation;
 - ❖ Library;
 - ❖ Laboratories for science, technology, mathematics and life sciences;
 - ❖ Sport and recreational facilities;
 - ❖ Electronic connectivity at a school; and
 - ❖ Perimeter security;
- (b) In respect of the capacity of a school:
- ❖ The number of teachers and the class size;
 - ❖ Quality of performance of a school;
 - ❖ Curriculum and extra-curricular choices;
 - ❖ Classroom size; and
 - ❖ Utilization of available classrooms of school;
- (c) In respect of provision of learning and teaching support material, the availability of:
- ❖ Stationery and supplies;
 - ❖ Learning material;
 - ❖ Teaching material and equipment;
 - ❖ Electronic equipment; and
 - ❖ School furniture and other school equipment.”

In support of Msizi’s investigation, it is a primary purpose of the department to deliver good teachers and resources for quality education to happen in the country and failure by the department to own up to its constitutional obligation has got the potential to degrade our education system into the state of concern in the entire country at the moment as it fails to address socio economic challenges posed by lack of skills and structural unemployment purported by mismatch between the skills of the workforce and the demands of the jobs on market. The quality education is considered to be the corner stone of economic development and social transformation (Bayat, Louw & Rena, 2014:353). The researcher posits that to have effective economic development and social transformation in our country, citizens should at all times be willing to play an active role in the education of its offspring and be able to hold the department accountable in executing its constitutional obligation in order to have desired learning and teaching of good quality at our schools.

III. RESEARCH METHODOLOGY

Quantitative methods of data collection and analyses will be used in the study. Frequency tables, crosstab analyses (Hair, Black, Babin & Anderson, 2013: 99-104) and ordered logic analysis (Hosmer & Lemeshow, 2013: 101-103) will be used for data analyses. Face validity will be used for ensuring validity, whereas the Cronbach Alpha test will be used for ensuring reliability and internal consistency (Ritchie, Lewis, Nicholls & Ormston, 2013: 49-53).

IV. INTERACTION WITH PARTICIPANTS

The quality of teaching mathematics subjects and science subjects to pupils in public schools is good enough compared to independent schools:

School Governing Bodies					Educator					Circuit Office Official				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	1	4	12	8	6	11	21	12	8	3	0	7	8	2
7%	4%	15%	44%	30%	10%	19%	36%	21%	14%	15%	0%	35%	40%	10%
100%					100%					100%				

Governors who agree make 44%, educators who agree make only 21% and circuit officials who agree make 40% and in total 35 % which is not good enough to believe that the standard is comparable however the subject analysis do not show any difference between school A and school B in terms of performance on grade 3 to grade 7 from 2015 to 2020, whereas 29% participants are not sure if the standard in public schools is good enough compared to independent schools. Safety should be stressed when learners are learning in our public schools so that they could focus on their daily business in order to bring that impression amongst major stakeholders that

the standard is not far from the one from independent schools as the results from school A and school B proved in this study.

The two primary schools will be analysed pound to pound in order to detect the similarities and differences as they are from same district but from different category in the department of education, one being an independent school and the other being a public school.

Figure 5.2 School Analysis in November/December 2015 for School A & B

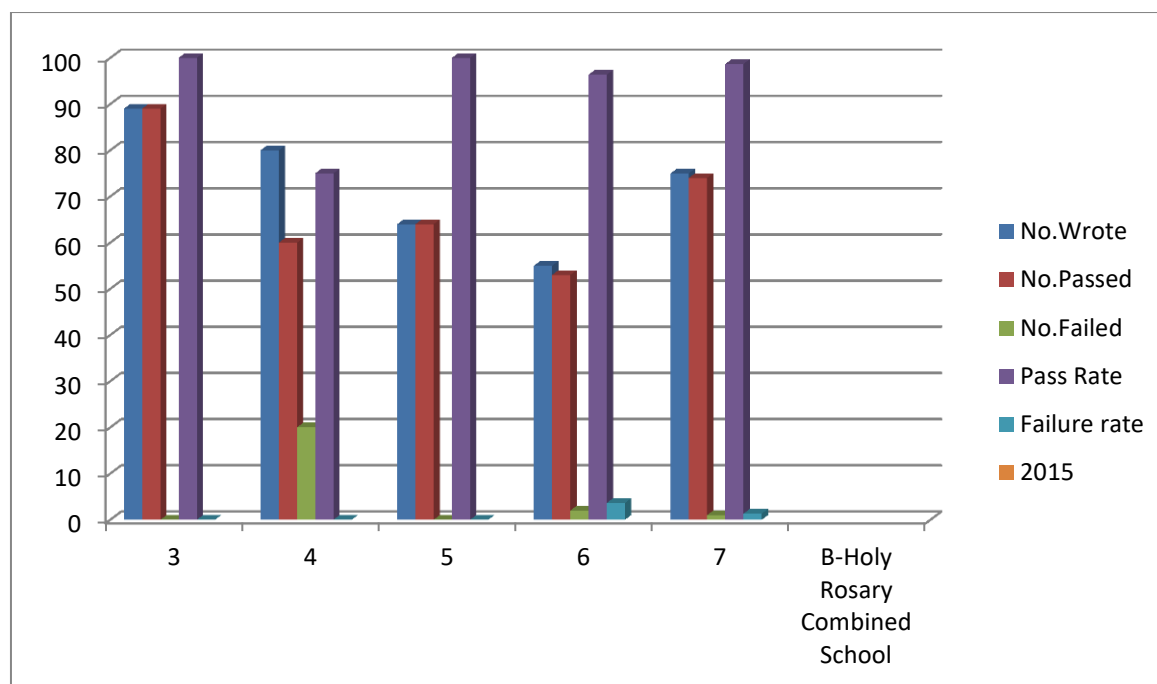
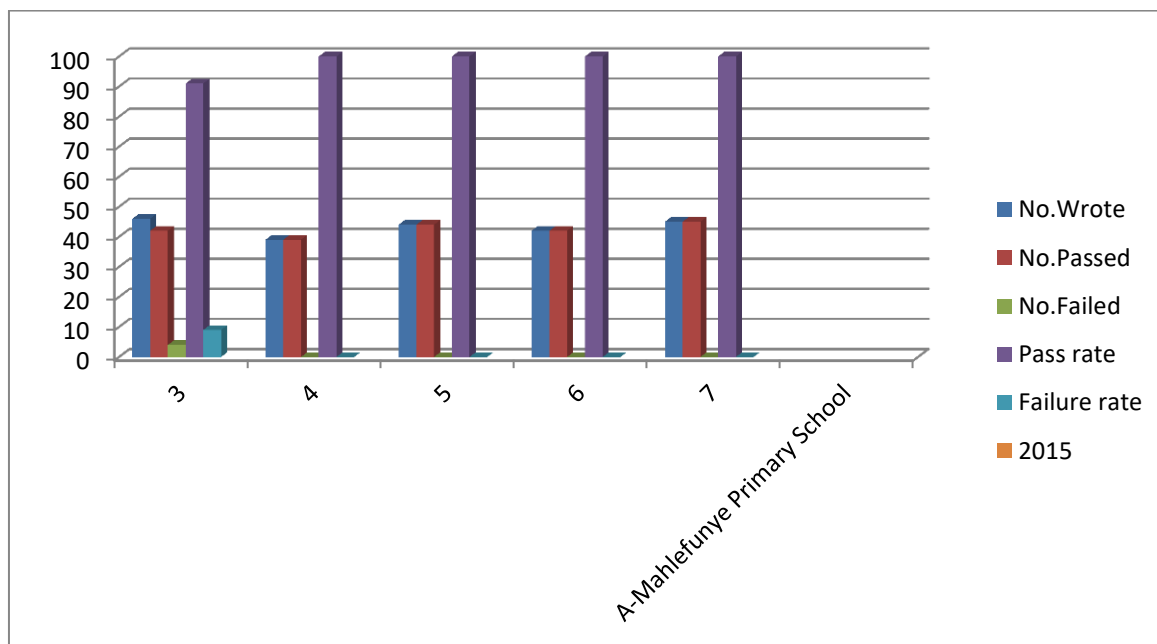


Figure 5.3 Subject Analysis for Grade 7 in November/December 2015 for School A & B

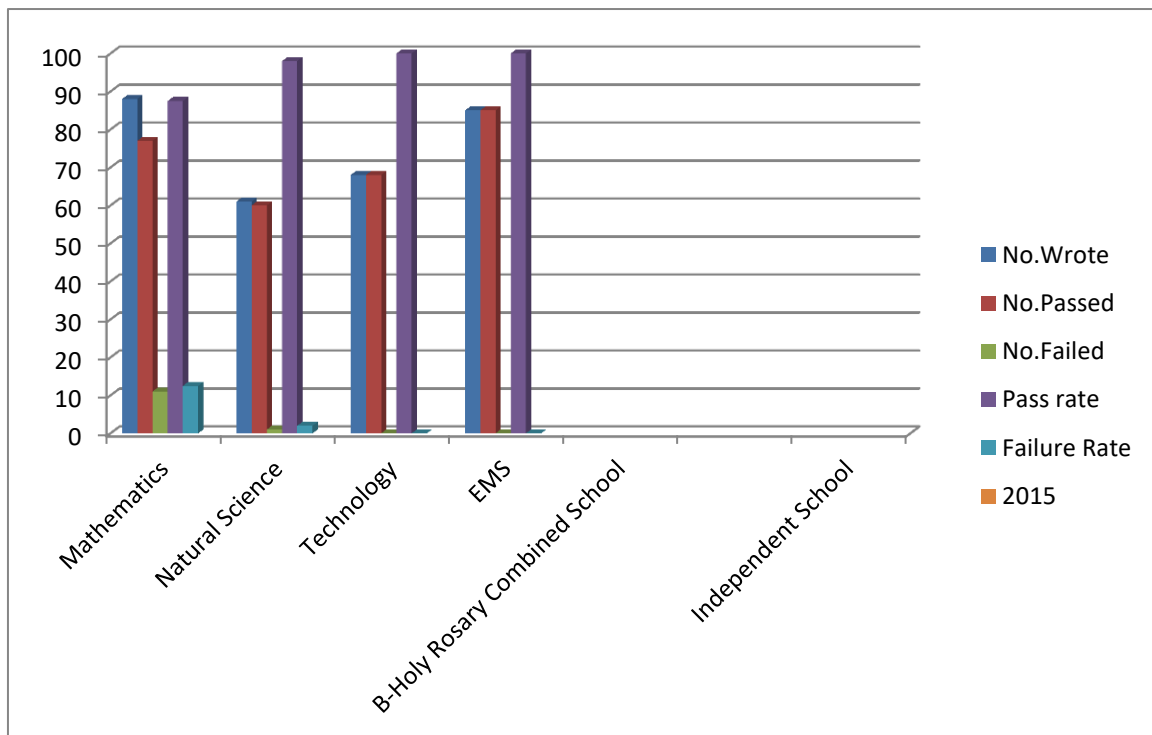
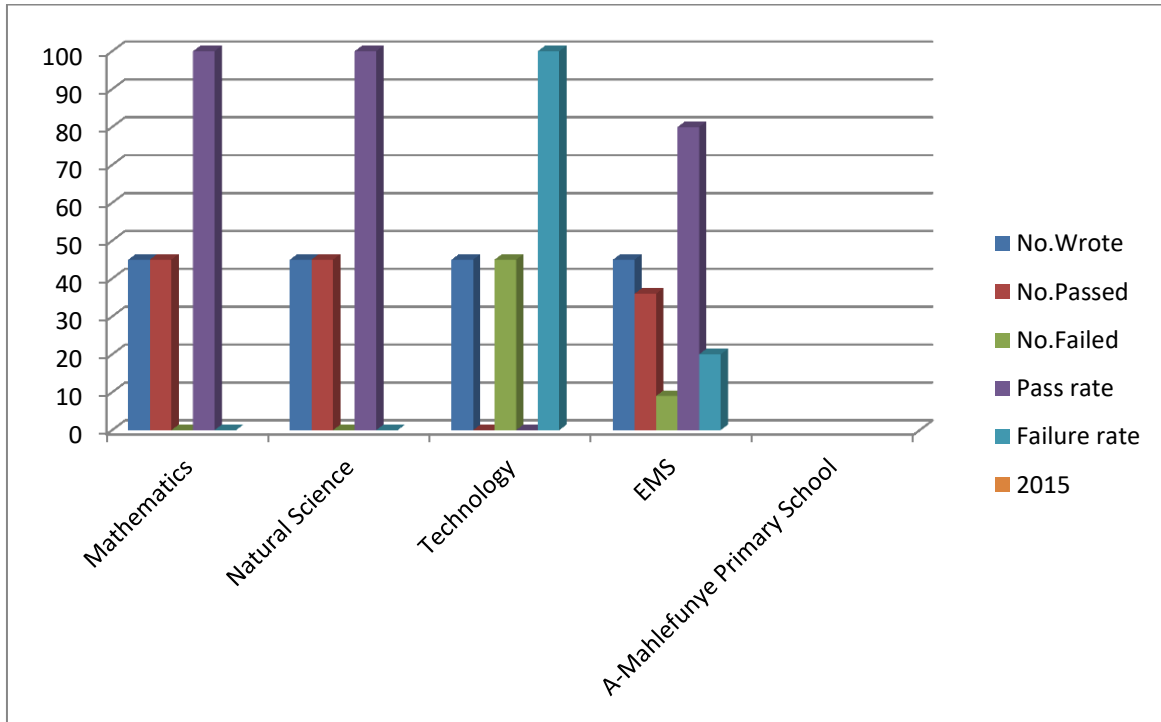
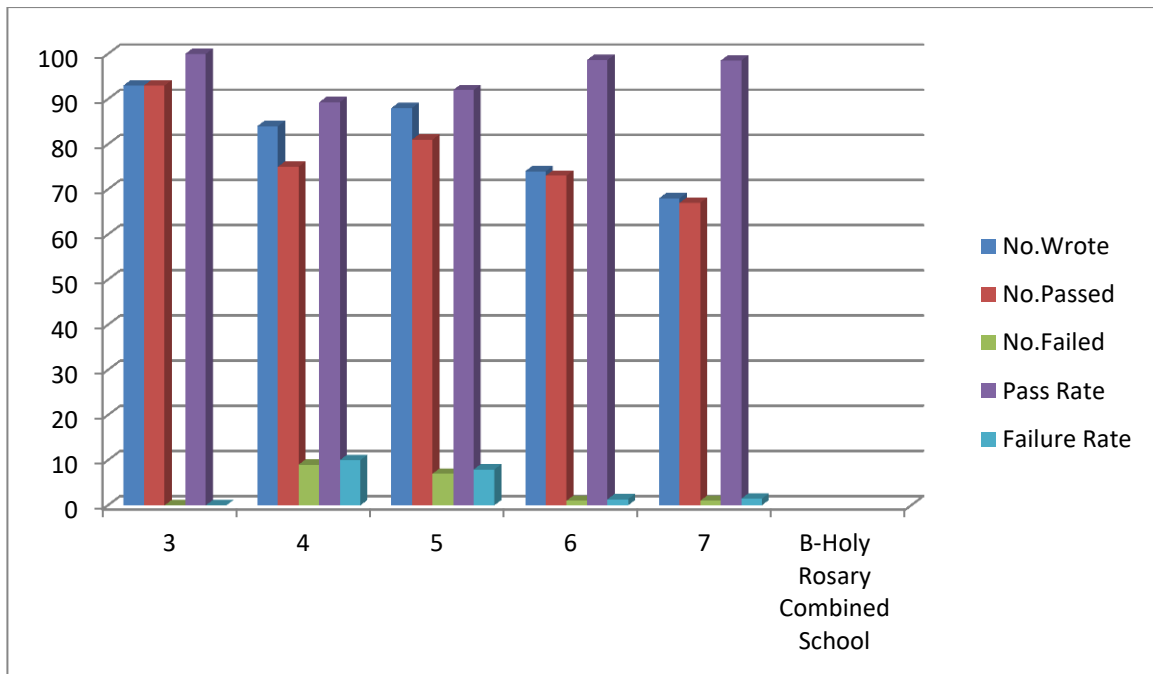
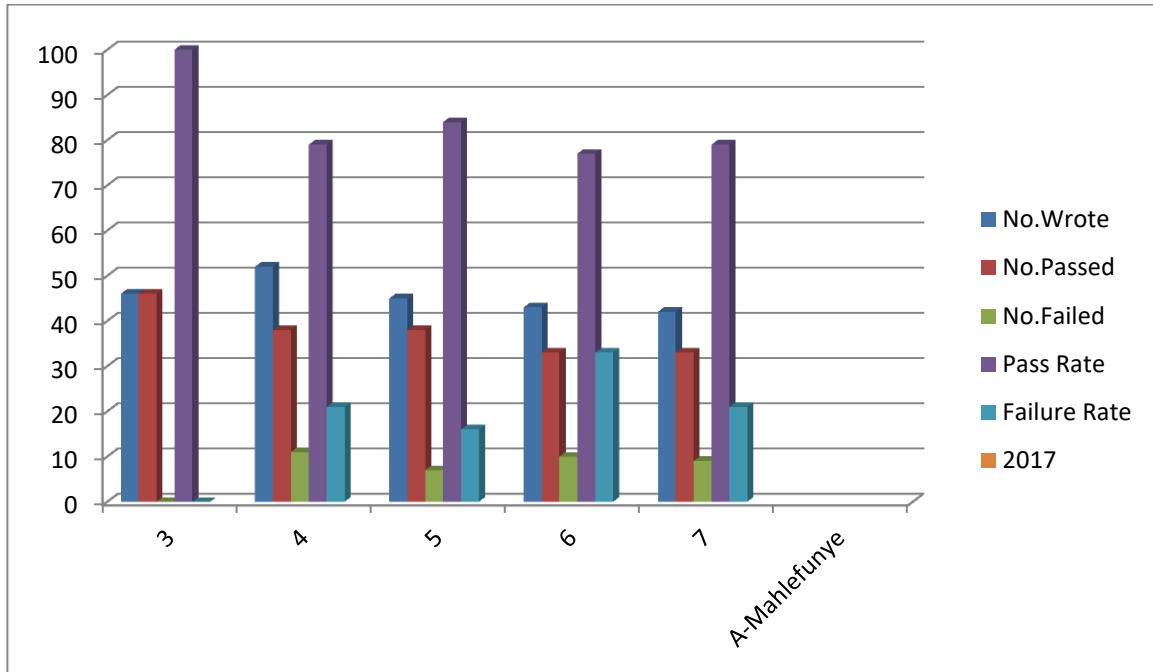


Figure 5.4 School Analysis in November/December 2017 for School A & B



For period of six years from 2015 except for 2016 which is not included in the comparison between school A and School B by virtue of recording challenge encountered by school A in that year; the results of these two schools have been similar to all the identified learning areas ranging from Mathematics, Natural Sciences, Technology and EMS from grade 3 to grade 7. School A has been producing good results in Mathematics in Grade 7 in 2015, 2017, as they got 100% consecutively so but facing some challenges on Technology thereby learners in term 4 of 2015 all failed this learning area in terms of the results provided and school B has been producing above 80 percent in Mathematics at the same grade from the same period and that could be interpreted as quality education from both public and private schools.

V. RECOMMENDATIONS:

- The Department of Education should urgently address the need of Mathematics teachers at GET Band

especial at grade 9; re-training of Mathematics teachers should be reviewed in order to meet the national expectations as the results from all schools used in the study show that learners are performing well at grade 7 at primary level up to grade 8 but when they go to grade 9 the bar drops drastically and that has a huge influence on learners opting for Mathematical Literacy at grade 10. Incentive specifically for Mathematics teachers at grade 9 should be introduced to stimulate the morale of Mathematics teachers teaching at this grade. Workshops and vigorous trainings could help also but without considering the benefits that are attributed to teachers who are doing extremely well at grade 9 could have a minimum impact.

- The results and other studies have shown that the department have tried to introduce CTA and ANA but all seem to have failed to improve the quality of Mathematics at grade 9 and as such another strategy should be implemented as proposed below: incentivising outstanding performance annually throughout the country at grade 9 from the teachers who are teaching Mathematics, re-training Mathematics teachers in a form of advanced education in Mathematics through the department of education bursaries at higher education and training institutions, channelling enough resources to Mathematics lessons through LTSM, quarterly workshops in circuits and districts could make a huge impact and hiring Mathematics teachers at a better minimum notch than these other educators' fields to show its importance as scarce field in the country in order to make Mathematics and Science fashionable through OSD so that it could able to attract the best candidates in market to join the profession and bring the necessary change wanted in the fraternity.
- The researcher recommends that this commitment should be accompanied by a certification of some sort at grade 9 as exit point to learners who will aspire to follow vocational studies at Technical and Vocational Education Training. This certificate should be used as a minimum requirement at Technical and Vocational Education Training where students should venture for skills and knowledge wanted highly at the labour market in South African markets in order to get economy growing at the faster pace than the way it is at the moment. The academic route should be pursued by those who will contribute positively knowledgeable to the economy of the country for instance lawyers, doctors, lecturers, teachers, accountants, social workers, philosophers, psychologists and others.
- The researcher also recommends the involvement of all role players (organized labour, academics on that field, department of basic education, organized associations of school governing bodies, concerned departments in that learning area for instance PANSAB and African Language experts when is African languages or SAPS when is policing qualification, department of higher education and training, council on higher education and relevant bodies overseeing the quality of such learning area in the county) in the curriculum contents design and integration between the department of basic education where teaching and learning does take place and the Department of Higher Education and Training which is responsible for training teachers through public and private institutions in the country for uniform and easy implementation of the curriculum in both departments to achieve the common intended goal which is to prepare the learners after school and to prepare them for university undertaking as well as to get the South African economy growing to benefit everyone in the country.
- Building more TVET and Community colleges particularly in rural areas in order to cater for the most vulnerable ones who are mainly found in deep rural areas in order to make NCV & Nated courses career of choice. Reviving those few schools which were used for agriculture and science accepting those offered scholarships and bursaries to pursue their studies on those scarce subjects for the benefit of our local economy and revive closed teaching colleges to start retraining teachers and lecturers for TVET colleges alike in order to match the demand that will be available through introduction of GEC within basic education department.

REFERENCES

1. BAYAT, A., LOUW, W. & RENA, R. 2014. The role of SGB in underperforming schools of Western Cape: A field based study. New Delhi: Kamla-Raj.
2. FEDSAS.2019. Governance in public schools- A guide to the applications of the King principles in public schools. 2nd Edition.
3. HAIR, J.F(Jr), BLACK,W.C., BABIN, B.J. & ANDERSON, R.E. 2010. Multivariate, Data Analysis, 7th Edition, Pearson, US.
4. HARVEY, J.A., & BUSHER, H. 1996. Marketing schools and Consumer choice. International Journal of Education Management Vol.10(4) : 26-32.

5. HEYSTEK, K & LOUW, E.M.1999. Parental participation in school activities-is it sufficient? South African Journal of Education. 19 (1) : 21-27.
6. KANANA, M.R.E. 2015. Influence of stakeholders participation in primary school management on academic performance: The case of Uringu Division, Meru county, Kenya.
7. MALULEKE, S.G. 2014. Parental involvement in their children's education in the Vhembe District: Polokwane: Limpopo Provincial Department of Basic Education.
8. MAMPANE, D.E. 2020. Traditional leaders playing their role (Article published in the Sowetan Newspaper of 6 April 2020). Johannesburg: The Sowetan Newspaper
9. MESTRY, R. & GROBLER, B. 2007. Collaboration and communication as effective strategic for parent involvement in public schools: Educational Research and Review. Vol. 2(7), pp. 176-185.
10. MOKGWATJANA, B. 2015. Professional ethics and perspectives in education. Lyceum College for Higher Education: A publication of Lyceum College (Pty) Ltd.
11. MOLOI, K. C., DZVIMBO, K. P., POTGIETER, F. J., WOLHUTER, C. C. & VAN DER WALT, J. L. 2010. Learners' perceptions as to what contributes to their school success: A case study. South African Journal of Education, 2(2): 23-28.
12. NASH, J .2015. Governors Handbook For Governors in Maintained Schools, Academies and Free Schools, Crown: Government Publications,UK. www.gov.uk/government/publications .
13. Umalusi.org.za/services/qualification/