PATTERNS OF SCHOLARSHIP IN SCHOLARLY JOURNAL PUBLICATION IN SOUTH AFRICA: THE CASE OF *PERSPECTIVES IN EDUCATION*

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ABSTRACT

This article explores the role of the journal *Perspectives in Education* (PIE) in the production, legitimation and distribution of educational scholarship in South Africa. It is an exploratory analysis in two senses, theoretically and methodologically. Theoretically, it examines the field of scholarly publication as represented in current scholarly journals. Methodologically, it represents the first systematic attempt to develop and test an analytical framework for understanding patterns and trends in journal publication in South Africa. It deals broadly with three main analytical areas, namely: (i) the biography of the journal, its origins and evolution, with particular attention to the shifts in policy and governance; (ii) the authors, their origin, gender, race, institutional affiliation and academic credentials; and (iii) the objects of study and their disciplinary basis. The argument articulated posits two main claims. First, despite the

restructuring of the editorial board and earlier capacity building efforts, the race and gender imbalances persist with an almost white monopoly over authorship. Second, PIE has found it difficult to break away from the insularity inherited from apartheid, a challenge that requires greater aggressiveness in attracting cutting edge international work.

INTRODUCTION

Two important studies by Mouton (2006) and Soudien (2008) have been instrumental in drawing academics' attention to the complex picture of scholarly publications in South African higher education. Mouton highlights the changing patterns of authorship with reference to race, gender and institutional affiliation. Soudien locates Mouton's findings in the context of the national reviews of higher education programmes, driven by the Council on Higher Education (CHE). The two studies point to interesting patterns. First, 80 per cent of all research output in the country emanates from an ageing academic population, more specifically researchers who are older than 40 years, and 50 per cent from individuals who are over 50 years of age (Soudien 2008). Second, while in the ten-year period from 1996 to 2005, total state funding of higher education doubled from R5 200 million in 1996 to R10 800 million in 2005, this was not reflected by any considerable leveraging of scholarly research across higher education institutions (HEIs). Third, research in higher education is dominated by five public institutions, which are largely white (though the gender of the people in these institutions is now almost at a level of parity). The implications are obvious: (i) efforts to steer scholarly research through funding have not translated into consistent increase of research output across the system; and (ii) the most productive scholars are, by a large majority, white and aging, which means that in just ten years, the most productive scholars in the system will no longer be there. Thus, within a short period of time, institutions will have been denuded of their most productive top-layer.

While studies like these have provided a basis for understanding the field of production and dissemination of knowledge, emerging patterns in the distribution of authorship, and individual and institutional participation, what remains unknown is what goes on regarding the mechanisms of dissemination of knowledge, particularly in the area of South African journal publication. This article focuses on the scope and dynamics of scholarly production at the journal publication level. It is an exploratory analysis in two senses, theoretically and methodologically. Theoretically, it examines the field of scholarly publication as represented in current scholarly journals and the implications for the future of academic scholarship in South Africa. Methodologically,

it represents perhaps the first systematic attempt to develop and test an analytical framework for understanding patterns and trends in journal publication in the South African context. The first attempt was made in France with *Cahiers de l'Education*. For the current article, I have isolated one particular journal with a very specific trajectory in the South African academic world: *Perspectives in Education* (PIE). Why this particular journal?

I have chosen PIE for three main reasons. First, it represents the only scholarly journal that, having embraced radical discourses at the heat of anti-apartheid struggles in the 1980s, succeeded in rising to the top and gaining accreditation from the then Department of National Education (DNE) against all odds. Second, unlike other academic journals under apartheid, it took responsibility to intervene proactively to steer scholarly participation by marginalised academics – female and black scholars − in the mainstream journal publication through the institutionalisation of an authorship development programme. Third, having originated within highly contested white liberal circles, whose ideologies it appeared to represent, it engaged pragmatically in systematic identity reinvention and through gradual self-fashioning it became widely popular across the academic spectrum and gained considerable recognition both on the African continent and internationally.

The article draws on data collected by students and a systematic review of the articles published by PIE over a period of 20 years, from 1988 to 2008. Problems of accessibility determined the choice of 2008 as the deadline. It examines the contribution of the different disciplinary domains in education in South Africa; maps out the main subjects and objects of published studies, theoretical perspectives and methods used in them; and determines the South African, regional, African and broader international dimensions of the publications. It deals broadly with three main analytical areas. The first area of analysis concerns the biography of the journal, its origins and evolution, with particular attention to the shifts in policy and governance. The second looks at the authors, their origin, gender, race, institutional affiliation and academic credentials. The third area of analysis deals with the subjects of study and the disciplinary basis underpinning the articles. In this regard, I have privileged the following: (i) the contribution of the different disciplinary domains constitutive of the field of education scholarship as suggested by the disciplinary direction of the articles; (ii) the subjects of study and the methods used by the authors; and (iii) the geographical and institutional distribution of authorship of the articles.

HEGEMONY, RESISTANCE AND COUNTER HEGEMONY: TOWARDS A CONCEPTUAL FRAMEWORK

The article explores the role of PIE as a scholarly journal in the production, legitimation and distribution of scholarship. In an article seeking to highlight the relationship between academic publishing, scholarship and power as articulated

in academic journals, Weiner (1998, 1) uses Foucault's work on legitimation and dominance of certain forms of knowledge and Gramsci's concept of hegemony as well as Agger's term of disciplinary hegemony to show the power of certain groups ('experts') in shaping and confirming the production of certain kinds of knowledge in journal publication (conferring the stamp of approval), while 'outsider' or unofficial knowledge is 'disqualified and dismissed as non-rigorous, undisciplined, and unprofessional'. Weiner (1998, 1) uses these concepts to highlight how education, sociology and psychology journals in the United Kingdom (UK) have reinforced the hegemony of positivist qualitative methods 'making it harder to publish genuinely heterodox work of a kind that seriously challenges the literary production of disciplines'.

While I found them useful as analytical categories for unpacking how academic journals reflect the hegemony of particular knowledge hierarchies shaped by apartheid policies, the emergence of a journal, such as PIE, which under control of progressive scholars became a forum for contestation of the knowledge forms of those hierarchies, they left conceptual gaps that contextually required more nuanced categories. A peculiar aspect of the evolution of PIE as a vehicle of academic scholarship is that it has been an expression of a distinctive intellectual formation located in universities, research institutes and government circles characterised by its opposition to apartheid segregationist educational policies. According to Muller (1997, 198), 'intellectual formation' refers to a group of persons who share certain epistemic, political and pragmatic interests and who, because of this commonality, exhibit a common consciousness. For him, intellectual formations conventionally share an ideology (a set of beliefs about the social order, in this case, connected to the role of social theory in systemic, institutional or social change) and a social-epistemology (a certain conception of knowledge and its relation to society). These constitutive conditions of intellectual formations change as social conditions change. They are behind the rise and fall of intellectual movements, paradigms and theories (Cross 2008, 3). I use the concept of 'intellectual formation' to highlight the distinctiveness of key moments and respective clusters of thought articulated via PIE.

I also use the notions of *scholarship of 'critique'* and *scholarship of 'reconstruction'* to distinguish how scholars around PIE place and position themselves in the relationship theory vis-à-vis practice, knowledge production vis-à-vis knowledge utilisation, or policy development vis-à-vis policy implementation (Muller 1997, 198). Accordingly, while under apartheid the specific knowledge circumstances made knowledge activism (knowledge for power so to speak) an important theme for the editors – hence the emphasis on 'critique', a new trend has arisen with the demise of apartheid, which privileges a scholarship of reconstruction.

METHODOLOGY

The article analyses every piece of writing published in PIE from 1988 to 2008. A total of 41 issues of the journal were reviewed to discern some biographical information about the authors, and the nature of the publications entailed. These two categories of information about the authors and their publications were classified with reference to 18 variables (carefully encoded) in Table 1.

Table 1:   Biographical information about the authors and nature of the publications

Factor/Variable	Description	
Factor/Variable 1: Year	Pre-democracy South Africa (1988−1993) five years of democracy and transformation (1994−1999)	6−10 years of democracy and transformation (2000−2004) 10−15 years of democracy and transformation (2005−2008
Factor/Variable 2: Number of authors	Single author Double authors	Three authors Four or more
Factor/Variable 3: Gender	Male Female Name of author if not discernable	
Factor/Variable 4: Race	African Coloured Indian	White Non-South African (black) Non-South African (white)
Factor/Variable 5: Institution	University of Cape Town Wits University University of Western Cape University of Johannesburg University of KwaZulu-Natal University of Pretoria University of Durban-Westville University of South Africa University of Natal, Durban	University of North-West University of Zululand Vista University, Soweto Campus College of Education in SA Other educational institutions in SA High schools in SA Other African university, American, European and Asian universities Other African colleges and institutions Other American, European and Asian colleges and institutions
Factor/Variable 6: Country	SA	Africa Other

Factor/Variable	Description	
Factor/Variable 7: Dept./ Field	Education Other	
Factor/Variable 8: Academic Qualification (Highest)	Doctorate Master's Honours	Diploma Certificate Other
Factor/Variable 9: PG studentship	PG student Non-PG student	
Factor/Variable 11: Professional Qualification	VC/DVCs and other institutional heads Dean of Faculty Head of School Director Head of Department/ Division Professor Associate Professor	Senior Lecturer Lecturer Senior Tutor Tutor Programme Coordinator Teacher Other
Factor/Variable 12: Paper Type	Introduction/Foreword Article/Research Conversation about research	Reviews, reports, doc, and debates Poetry
Factor/Variable 13: Research Type	Theoretical Empirical	
Factor/Variable 14: Research participants/ Object of study	Primary/High school learners University students Black students High/Primary teachers University/Other tertiary lecturers University/College administrators	Governance and policy makers Writers Women in society/education Other **Conference participant
Factor/Variable 15: Focus area	Research Methodology Curriculum and Pedagogy (Teaching and learning) Teacher education, training and development Education policy, planning and organisation Transformation, equality, human rights Morals, ethics and values in schools	School quality: Performance, effectiveness and improvement Language issues Special education Women issues

Factor/Variable	Description	
Factor/Variable 16: Disciplinary areas	History Orthography and Architecture Maths, Science and Tech	Archaeology Inter-disciplinary
Factor/Variable 17: Level	Pre-School Primary School	High School Tertiary
Factor/Variable 18: Sector	Education (Public) Education (Private)	Non-governmental organisation Other

The 41 issues are made up of 16 special issues, each focusing on a specific topical theme, and 25 regular issues. Information relating to the authors includes gender, race, professional and academic qualifications, institution, country, field (whether in education or not), and whether a student or not. Information about the piece of writing published in the journal includes what I referred to as paper type, with categories such as research, editorial/introduction/prologue, review/debate/conversation, or report/documents. I further classified all publications into empirical/based on empirical research or theoretical. I also looked at information about the object of study, focus area, discipline, level and sector (whether the study focus is on, or was commissioned for, the private or public sector).

THE BIOGRAPHY OF *PERSPECTIVES IN EDUCATION*: BRIEF OVERVIEW

PIE was established as a house journal of the Faculty of Education of the University of the Witwatersrand in 1976. Through the efforts undertaken by its editorial team, it was accepted as a DNE accredited journal in the mid-1990s. Although the journal was ridiculously small in its shape, size and circulation, it was considerably influential within the South African academic world of the time. Financial constraints did not allow for the fancy and glossy display of major international journals. Its limited readership constrained the scope of inputs, which tackled topical issues in the education debate. From the outset, beyond size and content concerns, PIE had to engage in some face-lifting strategies (its size and overall presentation, summaries in other South African languages, etc.) to enhance its presentation in line with international scholarly journal standards.

Due to a major funding crisis, the editorial board was forced to consider repositioning the journal in 1998. Three important options were considered at the time, namely: (i) to attach PIE to a major publishing house regarded as a general trend in the international arena at the time; (ii) to rotate the housing of the journal between the main faculties of education; (iii) or to attach the journal to the Kenton

Education Society, historically perceived as intellectually the most resourced network of scholars in the country. An imminent agreement with Carfax was stalled due to the costs that it would bring to the sales of the journal. Another interested publishing house, Juta & Company Ltd, remained on standby waiting for a final decision on the future of the journal, an option that was to be dropped later by the newly-constituted editorial board. The editorial board opted for a two-year temporary arrangement, which led to the transfer of the publication of the journal to the Faculty of Education of the University of Durban-Westville in 1998. The present institutional affiliation of PIE was to be shaped by this particular arrangement.

From Durban-Westville the journal migrated to the faculties of education of the University of Pretoria and then the University of Free State. At the University of Pretoria, it was amalgamated with the *Journal of Education and Training*, a decision that was met with mixed feelings by the founders and former editors of PIE. Some responded with anger and a sense of frustration or betrayal. For many the move was justified, given the alleged resources that were secured to guarantee the continuity of the journal as a national asset to the academic community. In fact, the current location of the journal could well be seen as a 'blessing anomaly', as after the two years other institutions and the Kenton Education Society expressed little interest in taking over the journal. Overall, uncertainties about the future of university-housed journals may warrant a review of the current arrangement. It is not, however, the aim of the current article to delve into the domain of journal publication micro-politics, but to highlight the role that PIE as a scholarly journal has played in shaping distinctive forms of scholarship in South Africa.

PERSPECTIVES IN EDUCATION'S DISCURSIVE SPACE AND STRATEGY

Important considerations must be made about the discursive context within which PIE's policies were operationalised, particularly during the first decade of its existence. Gramsci's (1971) concept of 'traditional intellectual' to refer to the drivers of dominant scholarship, 'organic' in that they spoke for the interests of a specific class, the ruling class, appears useful in this regard, or in other words those who stood for the dominant class and helped to uphold hegemony and the dominant ideology. Only these intellectuals were allowed to flourish under apartheid. They shared the following defining attributes, namely: (i) combined advocacy and scholarship, particularly scholarship in line with the dominant ideology; (ii) challenged institutions and structures of power that opposed segregation and apartheid; (iii) showed commitment to preserving the status quo (did not just justify it); (iv) were uniquely positioned to confront liberal criticism; (v) had the voices and the concerns of the minority regime at heart; and (vi) very often participated in the institutions of the minority regime as advisors or administrators.

By discursive formation, I refer to a set of explicit and implicit, conscious and unconscious statements, which shaped a somewhat assumed but pragmatic consensus in the vision, strategies and academic practice of the editorial board and its networks of consulting editors. In opposition to the dominant scholarship, PIE represented a distinctive discursive formation, which found its home amongst progressive scholars. While some of these intellectuals distinguished themselves as 'organic intellectuals' (in Gramsci's terms) as the mouthpiece of the masses, and found their place in the anti-apartheid struggle, most of them could be characterised by what Foucault (1972) would describe not just as a product of their profession, conditions of life and work, but primarily by their positioning in relation to the 'politics of truth'. They saw their task in the context of resistance to apartheid as revealing the truth and detaching it from the existing hegemonic forms, and therefore, set the theoretical terms of an alternative regime. The more vigorous, dissenting and public role of intellectuals advocated by Said (1993) could be found among those associated with the trade union, the liberation movement (e.g., the African National Congress) or social movements, such as the United Democratic Front or the People's Education Movement.

As already alluded to, the evolution of the discourses underpinning PIE's publication policy entailed two defining moments, namely: *a scholarship of critique or resistance* and *a scholarship of reconstruction*. The scholarship of 'critique' was associated with the wider struggles of resistance to apartheid education, or oppositional practices that challenged control and power embedded in the knowledge structures legitimised by apartheid orchestrated knowledge hierarchies. As a 'negation of negation', such scholarship was essential for reconstituting knowledge hierarchies (opening spaces for counter hegemonic discourses or subjugated forms of knowledge). Prevalent in the post-apartheid period, the scholarship of reconstruction is related to the educational struggles for transformation and embodies medium-term and long-term goals, which are directed in some way at the relations of production and reproduction inherited from apartheid rule. In contrast to the struggles of resistance, the struggles of reconstruction in the post-apartheid period transcend the purely oppositional nature of the struggles of resistance to incorporate the need for reconstruction. Both the editors and the authors came to deploy a positive or instrumentalist notion of knowledge (*knowledge for*) – reconstructors – while neglecting the classic view of intellectual work that should only and always be *knowledge of* – critics.

Thus, PIE shared a discourse which evolved from the traditions of progressive education, radical and critical theory − at the time dominated by structuralism and post-structuralism, reproduction/resistance theories − towards more explicit post-modernist discourses and related epistemologies in the late 1980s into the 1990s (Cross 1986). While PIE accommodated submissions that cut across a diversity of epistemological, theoretical and methodological perspectives, it pragmatically

committed itself to protect its pages from any submission that embraced either the logic or the political and ideological discourses of apartheid. At some point, a member of the editorial board asked sarcastically: 'Are we here just to market resistance?' The answer from the editor was: 'No, but we certainly can make a difference in the struggle through the articles that we publish.' Within such an academic climate no article rooted in the tradition of Fundamental Pedagogics − a philosophy that legitimised apartheid practices − could gain acceptance.

The battles fought by PIE revolved around the following important dimensions: (i) academic credibility and reputation, both national and international; (ii) political legitimacy within progressive circles of the South African academic community; and (iii) organisational integrity. Issues of journal control were associated with the question of power, and control of knowledge production and dissemination also came to the fore in the context of the oppressive knowledge hierarchies imposed by apartheid that turned the white male dominance into a focal point of contestation. In this regard, there were those who called for an epistemological break with the dominant paradigms in the production and dissemination of knowledge, and for a shift of the boundaries of the canon and legitimisation to accommodate silenced forms of knowledge. It was felt, for example, that unless women and black intellectuals had a role in setting professional standards in research and publication, more specifically in deciding what sort of knowledge was publishable, very limited change could be achieved. It is important to stress that the limited number of articles by black scholars published in PIE was very often interpreted as a manifestation of racism, though some of causes of the inequalities expressed in the patterns of publications lay outside the journal's control. As such, perfect representation of authorship was impossible to achieve, despite the journal's strategies to increase diversity of authorship.

Against the growing anti-intellectualism that accompanied this debate, warning signs were sounded against the assumptions that knowledge produced by white scholars is necessarily meaningless to the African context, and knowledge produced by blacks is necessarily meaningful.

The question of control required the restructuring of the editorial board and a review of the editorial policy. The sensitivity of the editors to the question of redress made the task easy to accomplish. When a new editorial board took over in 1989, a process of restructuring was initiated with the following main objectives: (i) establishing a more representative editorial board and a network of consulting editors in terms of race, gender and understanding of the South African context without compromising professional standards; (ii) upgrading journal standards of adequacy for accreditation purposes; and (iii) promoting publications by African and South African women and black scholars. Note that the question of representivity of the journal's editorial body very often collided with commitment to a professional ethos. PIE was aware of the danger of having 'rubber stamps' within the editorial

team, who could neither do their work nor be committed to the redress concerns of the journal.

Organisationally, PIE engaged in major restructuring of the editorial board to bring in outstanding scholars in the field while balancing the race and gender concerns, thereby creating a sound network of national and international experts as consulting editors and reviewers. The changes in this respect have been considerable. In 1984, the editorial committee had seven members (all white with one female editor). Of its consulting editors, only two were international, based respectively in the United States (US) and UK. In 2008, the editorial board (now called the executive) was not only more balanced in terms of race and gender but had representation in more than eight countries (UK, US, the Netherlands, Australia, Chile, Iran, Namibia and Botswana). No major compromises were made about the criteria on the basis of which the editorial board and the reviewers operated, namely: criteria for assessment of manuscripts (alignment with PIE's policy, clarity of exposition and writing, originality, and relevance to the education field); feedback to authors (referees' reports plus advice from the editor); and use of the 'blind' refereeing system. There were, however, differences in the selection of the members to balance the race and gender composition of the editorial board, which brought more sensitivity to the issues concerning historically disadvantaged authors.

These changes provided the journal with a strategic basis for a systematic reflection of the conditions of knowledge production and dissemination under apartheid. While the first two objectives were easily achieved and culminated in the award of accreditation by the DNE in the mid-1980s, the last objective remained elusive. It became clear that the revision of the editorial policy and the establishment of a more representative body of consulting and editorial members could not per se solve the problem. For the editorial board, this pointed to the need for systematic training and capacity building schemes to address the problem. Meaningful participation of women and black scholars in scholarly work required a direct intervention through training in writing for scholarly publication. It was this particular aspect that motivated PIE in 1994 to launch an unprecedented capacity building programme for promoting scholarship and developing a publications culture among historically disadvantaged scholars, namely, the Authorship Development Project (AudePro) supported by a generous grant from USAID.

AUTHORSHIP DEVELOPMENT

The nature of the training in writing for scholarly publication was dictated by the particular experience of the editors on the editorial board. The editorial process had highlighted that the conceptual and technical problems encountered by most scholars in South Africa reflected the training received in most South African universities, which did not pay attention to the importance of scholarly publications. It was not

unusual, for example, to receive full length research reports, theses, extremely long papers, or journalistic writings that did not comply with the minimum requirements of any national or international academic journal. These writings were obviously returned to the authors with comments on how to transform them into publishable form. Obviously, not all authors were pleased with the journal's response.

PIE decided to engage in systematic training in the area of writing for journal publication, adding to the support provided by the editorial board through detailed commentary on the work submitted to the journal. It expanded its activities beyond journal publication to include training through the Authorship Development Project (AudePro), a project which was to enable young scholars from disadvantaged backgrounds pursuing academic or research careers to assert themselves successfully as researchers and authors. It conducted a number of activities designed to promote and support a culture of scholarly work amongst these academics. AudePro also provided support to several research *Affinity Networks* pursuing projects leading to scholarly publications such 'Women in Research' in the Eastern and Western Cape region and the 'Social Psychology Research Network' based at the University of the Western Cape. AudePro was also commissioned by the National Research Foundation to support a network of young academics linked to HEIs in the Eastern Cape. Integrated into this programme was a continuous mentoring programme to enable young faculty to research and publish in mainstream peer-reviewed journals, and to participate effectively in journal article reviews.

PRODUCTIVITY AND SCHOLARSHIP PATTERNS

With professional and socio-demographic variables I wanted to capture the degree to which the pages of PIE were open to the diversity of contributions by South African, African and international scholars in the different fields of educational research. From 1988 to 2008, a total of 554 articles were published with the involvement of 735 authors. I also wanted to probe how factors, such as authors' race, gender, academic and professional qualifications, country of origin as well as institutional affiliation played out in the selection and distribution of publications. The general trend shows a decline in the number of publications from 191 (1988−1993), to 157 (1994−199), 120 (2000−2004) and 86 (2005−2008).

Authorship and co-authorship

It is intriguing that authorship has remained a function of individual expression throughout the experience of PIE. Of the 554 articles, 408 were written by single authors, 113 by two authors and the rest had different combinations of co-authorship. While academic production remains essentially a highly individualised activity, it is worth noting a recent trend – not well captured in PIE publications − towards

partnerships in the form of co-authorship in journal publications. The rationale for this change seems to be driven by three interrelated factors, namely: (i) the impact of intra- and inter-disciplinarity in knowledge production that has come to be seen as epistemologically sound for addressing the complexities of educational practice in its multidimensional character; (ii) the emphasis on capacity building which takes co-authorship as an effective strategy for socialisation or initiation of young scholars into the domain of scholarly work; and (iii) a much more opportunistic search for self-realisation, individual and institutional recognition through co-authorship with scholars with established national and international ratings. For example, we have seen recently that several HEIs in South Africa are increasingly encouraging their academic staff to co-author their work with individuals with high international standing to improve their rating. Interdisciplinarity seems to have gained momentum from the late 1980s into the 1990s. About 397 of the 554 articles can thus be described as inter-disciplinary in nature (see Figure 1).
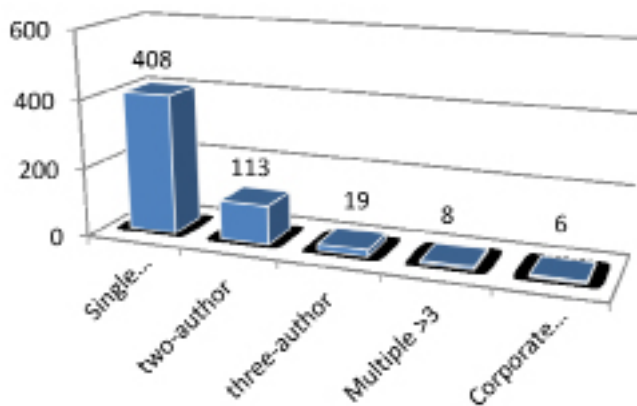

Figure 1:   Number of authors per paper

Authors' academic and professional qualifications

This is a variable hard to capture in a survey of this nature due to the fact that authors do not always declare their academic qualifications and most journals do not make it a requirement. There are, however, highlights about their occupational positions. The evidence gathered showed a correlation between attainment of higher degrees and the number of publications: 406 authors have been identified as holding higher education degrees (272 PhD, 125 master's and 9 honours), while only nine have reported having an undergraduate degree and none at the certificate or diploma levels.

It could be speculated that of the 320 classified as 'not discernible', the majority also hold higher degrees. While it is currently becoming a requirement in some HEIs for doctoral students either to have a journal article published or to provide evidence that they have submitted an article for this purpose, publications by postgraduate students remain a neglected domain. Only 43 articles were authored by or co-authored with discernible postgraduate students.
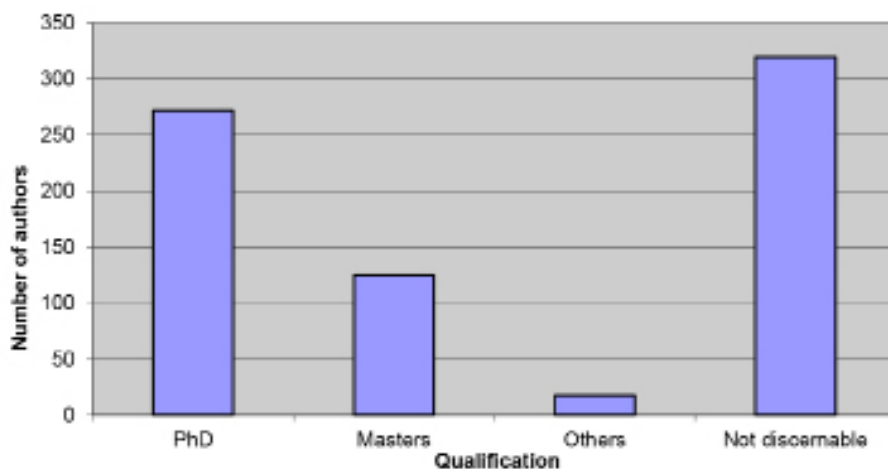
Figure 2:   Authors' academic qualifications

In the domain of professional qualifications interesting patterns have emerged. First, practitioners in universities generally dominate the field. Like many other scholarly journals, education journals are not restricted to university-based contributors. Generally, they are open to all those engaged in scholarly work – including researchers in other institutions, school teachers, education analysts, education trainers in the private sector – depending on the academic standard of their work. Academics in universities produce knowledge and teachers in schools are just consumers. Only 47 South African authors were not affiliated to a university. Unlike emerging trends in advanced countries, universities in South Africa remain almost the lone bastions of scholarly publications. However, 494 of the 735 authors were university based or affiliated to a tertiary institution, 24 were school teachers and the remainder did not specify their institutional affiliation (see Figure 2).

Second, authors' professional qualifications are not always made explicit. Nonetheless author distribution according to professional qualifications showed negligible participation of institutional managers (VCs, DVCs, deans, heads of schools/departments and directors) whose participation numbered less than 100 contributors, with the majority comprising researchers (184), professors and associate professors (187) and senior lecturers and senior tutors (83). The original institutional

affiliation of the journal at Wits University also showed bias in authorship with a considerable number of authors coming from the university (see Table 2).

Table 2:   Number of articles per institution

Institution	No. of articles
University of the Witwatersrand	110
University of Pretoria	58
Other Educational institutions in SA	47
University of Cape Town	39
University of KwaZulu-Natal	32
University of Western Cape	29
University of Natal	38
High/Pry schools in SA	20
University of Durban-Westville	12
University of South Africa	12
University of Stellenbosch	12
Rhodes University	10
North West University	9
College of Education in SA	6
Nelson Mandela Metropolitan University	5
University of Bophuthatswana	5
University of Fort Hare	5
University of the North	5
University of Zululand	5
Cape Peninsula University of Technology	3
University of Johannesburg	3
Vista University, Soweto Campus	3
Durban University of Technology	2
University of Port Elizabeth	2
Vista University, Sebokeng	2
Potchefstroom University	1
University of the Free State	1
Other	81

There is evidence of a sharp decline of participation of university academic managers in scholarly publications as compared to the pre-1994 period. It can be speculated that the current drive towards executism or managerialism in university management has a great deal to do with this trend.

Authors' race and gender

The survey portrayed a unique pattern of presence and absence of authorship, which points to the dominance of particular hierarchies of knowledge and peculiar dynamics and relations of power across the academic arena. My argument here rests on the assumption that scholarly journals as key vehicles of authorisation of discourses and knowledge have both a *constitutive* role in legitimation of the knowledge producers who get recognised and a *generative* role on what knowledge they should produce and how it should be produced, validated and transmitted. It is the question of *power* intermingled with issues of *race and gender* that plays these constitutive and generative roles in the distribution of scholarship. This relatively unique South African feature gives rise to its own hierarchies particularly in terms of access to cultural and symbolic capital and expertise and thus in the positioning of knowledge producers and policy knowledge in the education arena. Out of the total of 735, a staggering majority of 521 of authors were white (433 white South Africans and 86 non-African whites), with only 85 African, 61 Indian and 31 coloured authors (see Figure 3). While this is a matter that supersedes the professional and academic boundaries of journal publication, it reflects the complex dynamics of knowledge production and dissemination in South Africa and poses serious challenges to the journal and its demonstrated commitment to redress and equity in academic scholarship.
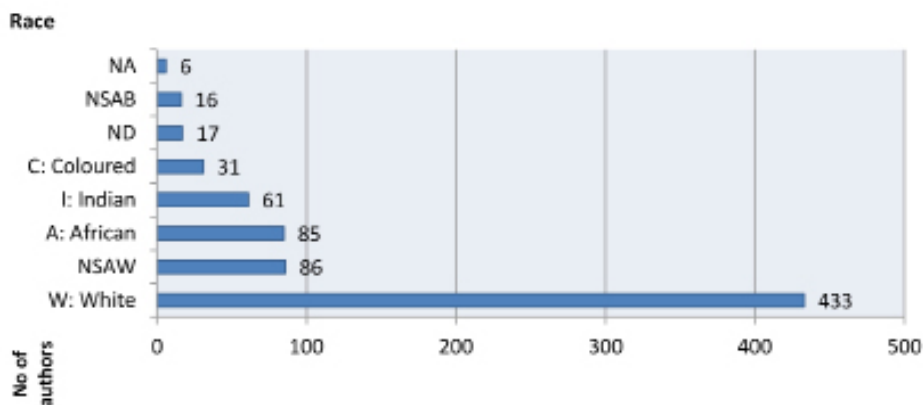
**Figure 3:** Authors' race

However, the gender distribution of authors appears to be more balanced with the authors comprising 380 male and 333 female (see Figure 4).
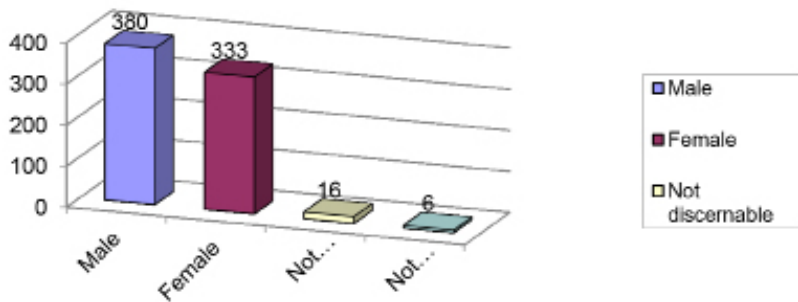
**Figure 4:** Authors' gender

Local and global participation

Enforced by apartheid and reinforced by a decade of academic boycott, the isolation of South African academics is also reflected in the character of scholarly journals such as PIE. Such insularity is reflected in the distribution of publications that show limited participation of authors from outside South Africa (see Figure 5). Not explicit in the existing data is South African authorship of publications focusing on issues concerning the outside world, particularly the rest of the continent. The consequence has been a limited interface of international authors with South African authors in the distribution of publications. This is not to claim that such a divide is also manifested at the level of epistemology and discourse, where no artificial barriers can be established, though constraints were certainly felt in the movement of ideas and people.
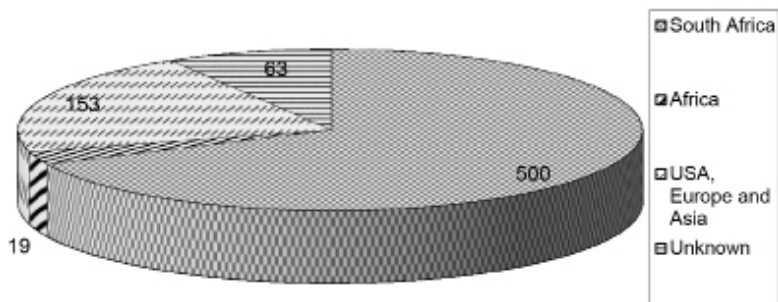
Figure 5: Authors' countries

TYPE AND CONTENT OF RESEARCH

PIE was established to provide a critical space for educational researchers across the spectrum and to accommodate research-based work of both empirical (229 articles) and theoretical/conceptual nature (128 articles). However, compared to the apartheid years, the emergence of a scholarship of reconstruction in the post-apartheid period resulted in a considerable decline of theoretical and conceptual emphasis in PIE's publications. The spread of publications ranged from research papers, reviews/debates to reports (see Figure 6).
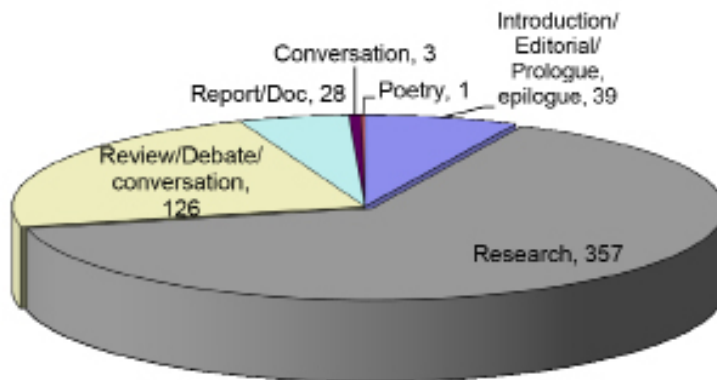
Figure 6: The spread of publications

PIE moved quickly from its white liberal beginnings to become a forum for radical scholarship, particularly of those with neo-Marxist or Charterist orientation, throughout the 1980s and early 1990s. During these years, PIE sustained a heavy theoretical orientation, which in some instances was just a form of contestation of established hierarchies of knowledge or a response to the dominance of positivism and empiricism, particularly among those scholars affiliated to former Afrikaans-speaking and historically black institutions. Important developments led to a shift in disciplinary focus and theoretical/conceptual emphasis. First, the emergence of strong utilitarian discourses, driven partly by globalisation and partly by contextual demands, led to curriculum restructuring in education faculties which culminated in the abolition of the discipline as the structuring concept in programme and course design. Most faculties adopted a thematic approach (e.g., from Sociology of Education to School and Society). Still to be answered is the question whether this

represents a strength or weakness, though considerable noise has been made about the need to reclaim the discipline. The chances of returning to the discipline are negligible.

Second, the challenges of national reconstruction under a legitimate and democratic regime necessitated not only a partnership between the state and academia but also empirically based analyses to inform policy and practice. The consequence has been the prevalence of interdisciplinary publications (see Figure 7) and the privileging of empirical research, which have given rise to what Agger (1991, 24) refers to as a new 'disciplinary hegemony', which dictates and legitimises what is acceptable as knowledge, who should produce it and for what purpose.
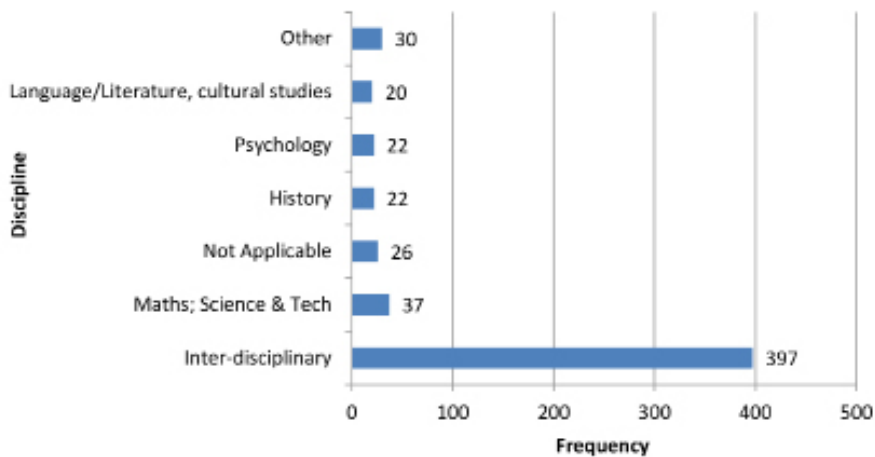

Figure 7:   Discipline

A key feature of the new 'disciplinary hegemony' is not only the prevalence of empirical research but also the privileging of problem solving or applied research as opposed to disciplinary research as a result of a growing demand for social relevance, responsiveness and accountability (Muller 1999, 10; Subotzky 1999, 1). It is geared at production of knowledge grounded in 'Mode 2', or as Morrow (1988, 387) puts it, 'knowledge which is socially accountable, reflexive, transdisciplinary and problem-oriented, the value of which is measured in the context of application'. This is very

often accompanied by the idea of *utility* either in its narrow emphasis on economic or material benefits or in a broader sense as embracing wider non-material/symbolic social benefits (see Figure 8).
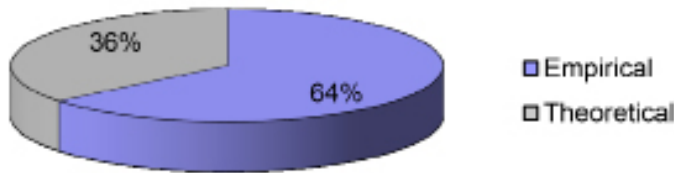

Figure 8:   Type of research

In the context of the post-apartheid challenge for educational transformation, PIE has been a home for the following interrelated debates: (i) redress of imbalances imposed by apartheid; (ii) strategies and resources for addressing education access, inclusion, quality and performance; (iii) preparation of learners for the world of work; and (iv) equity, social justice and human rights. These issues alone occupied 43 per cent of all articles surveyed for the study with the following article distribution: education access (100), curriculum and policy (1 002), inclusion (50), education quality and performance (97) and teacher education (41) (see Figure 9).
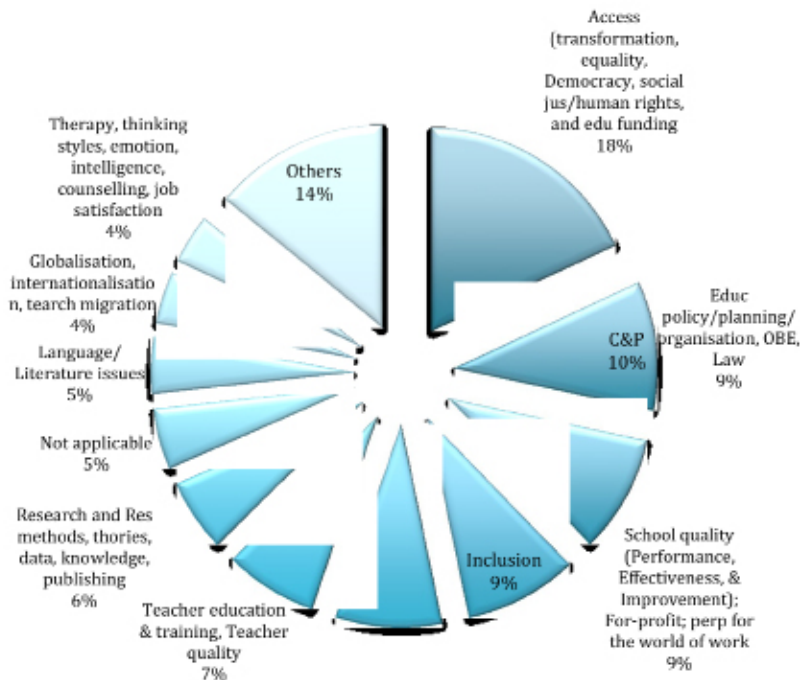
Figure 9: Focus area

After gaining accreditation, PIE became a platform for all forms of research-based intellectual engagement for progressive academics. The primary target of the articles published has remained concentrated on the public sector (202 articles), with the non-governmental and private sectors reduced to a minimum (see Figure 10).
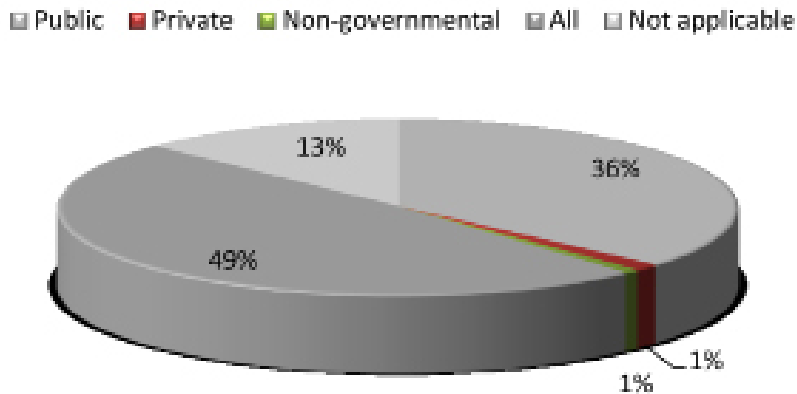
Figure 10: Target sector

Less marked is the degree of variation based on the object of the study, the education sector and levels at stake, and the thematic issues being addressed, though some of these dimensions have remained relatively absent from the publication track (see Figure 11).
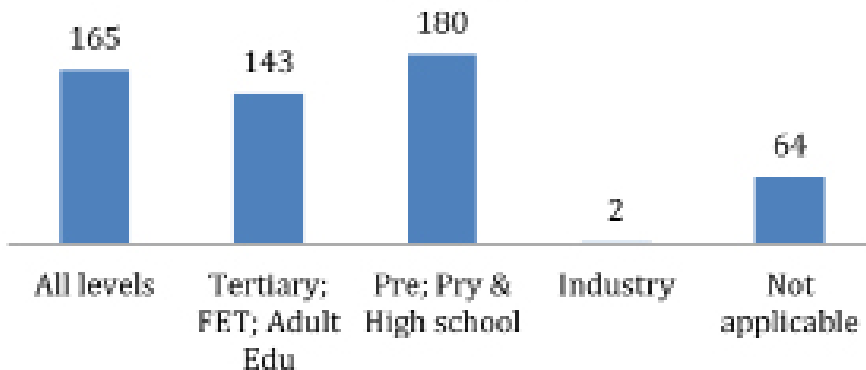
Figure 11: Educational level in focus

CONCLUSION

The article has pointed to a number of interesting theoretical insights with some bearing on the future of journal publication and scholarship in South Africa. First, despite the changes in the structure, composition and practices of the editorial board, including earlier capacity building efforts undertaken by PIE, the race and gender imbalances persist with an almost white monopoly over authorship. Second, although PIE has set the preconditions, which have resulted in greater inclusiveness in the journal both in terms of its editorial board and authorship, the question of under-representation of women and black scholars remains a matter of concern. It appears, however, that underlying factors behind this problem lie outside the control of the journal and reflect wider conditions within South African higher education.

Second, besides successful accreditation in its early days, PIE is one of the few journals claiming the status of an international journal in terms of its standards and author participation. Unlike many other international journals, it has found it difficult to break away from the insularity inherited from the apartheid isolation. This is a challenge that requires greater aggressiveness in the form of attracting from the international world scholarly work that can talk to the South African readership and match the journal's mission.

Third, the value of postgraduate studies not only as basis for producing but also for achieving meaningful and balanced participation in the mainstream scholarly publications cannot be underestimated. The survey illustrated how scholars with at least a master's degree have generated most of the articles published by PIE. Encouraging postgraduate students to publish or co-publish their work with their supervisors is also an important strategy that is being encouraged in some postgraduate studies in South African universities.

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