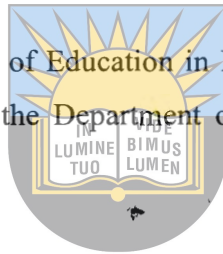


# TOWARDS A VALUE-BASED EDUCATION SYSTEM IN SOUTH AFRICA: A PHILOSOPHICAL STUDY IN APPLIED ETHICS

BY

Thozama Spotose

A Dissertation Submitted to the Faculty of Education in Fulfillment of the Requirements for the Degree of Master of Education in the Department of Foundations of Education at the University of Fort Hare



Date Submitted : March 2001

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II

**DECLARATION**

Towards a Value-Based Education System in South Africa - A Philosophical Study  
in Applied Ethics

M.Ed. 2001



I, THOZAMA SPOTOSE , do hereby declare that this dissertation which is submitted to the University of Fort Hare for the degree of Master of Education has not been previously submitted by me for a degree at any other university, that it represents my own work in conception and in execution and that all the sources I have used and quoted have been indicated and acknowledged by means of reference.

Signed by me ..... Thozama Spotose .....

On the ..... 9<sup>th</sup> ..... day of ..... November .....2001

DEDICATION

***This work is humbly dedicated to my mother Nofundile Spotose  
and my late father Kholisile John Spotose who opened the  
doors of education for me.***



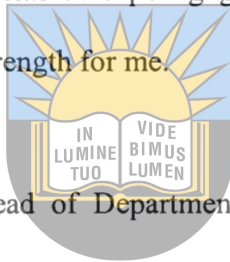
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## IV

### ACKNOWLEDGEMENT

This dissertation would not have been possible without encouragement and assistance of many people. I wish to express my sincere gratitude to the following people for their indispensable help and contributions.

First and foremost my sincere and special thanks goes to my parents, Nofundile and Kholisile John Spotose who laid the formidable pedagogical foundations which have proved to be invaluable pillars of strength for me.



To my supervisor Dr JJM Ndlovu, Head of Department of Foundations of Education at University of Fort Hare for having consented to guide me throughout the study. His promptness in marking and giving constructive criticism has been highly appreciated. His contribution is greatly acknowledged.

My sincere thanks are also extended to Messrs. Festus Khayundi, Johnson Klu and Solly Tsie whose energy and resourcefulness have been invaluable. The contribution they made, and especially their encouragement during the course of this project has been unwavering and incalculable. Their patience in reading and re-reading drafts, their suggestions for improvements and amendments deserve my sincere respect.

My gratitude also goes to the Directorate of Education and Training in the Eastern Cape province, two district managers of Alice district, principals/deputy principals and learners of the selected schools, teachers/educators, members of the school governing bodies, parents as well as other informants who participated during research.

My sincere thanks are extended to German Scholarship and National Research Foundations for the financial assistance they granted for the study.



My acknowledgement and gratitude also goes to the authors whose works are cited in the study.

Lastly, I humbly express my sincere gratitude to God for giving me sound health, patience and perseverance, which enabled me to complete this study.

**ABSTRACT**

This research was based on the current education system in South Africa. It was experienced that the current education system in South Africa was faced with many problems the least of which is the lack of discipline among the learners and sometimes among the educators. Apart from the curriculum being unsuitable in certain aspects, the entire education system had been seen to be lacking a moral approach, particularly in both teaching and learning. These problems have contributed to the absence of the culture of learning and falling standards in several schools.



Premised on the assumption that the restoration of moral values is the key to educational transformation in post-apartheid South Africa, the study has been critical to the understanding of how a value-based education system could underpin the implementation of the new Curriculum 2005. The study therefore, was aimed at investigating the suitability of value-based education system in South Africa.

The study was conducted in primary and secondary schools in Alice and Fort Beaufort areas of the Eastern Cape Province. Both areas form part of the central region. The main interest groups that traditionally fulfill the key roles in education, that is, parents, educators, learners and the members of the community were focused upon. Their roles inside and outside the school environment were investigated in terms of the need for a values -based education, with special attention to a set of criteria pertinent to the study.

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The study is divided into five chapters. Chapter one is introductory in nature, it constitutes the background of the study, laying out the problem to be studied, research questions, objectives, study site, theoretical framework, rationale as well as the scope of the study. Chapter two reviews literature pertinent to the study. This is followed by chapter three, which describes the methodology employed in the study. Chapter four is devoted to the statement, analysis and interpretation of the results. Chapter five takes the results of the study as basis in presenting the conclusions and recommendations.



Among the findings the following can be cited:

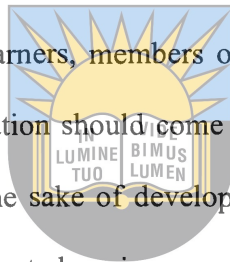
- The current education system has failed to put education in its proper perspective, as a result there is a lack of learning culture in many South African schools.
- The socio-economic status of parents impacts directly on the education of their children.
- The education system is not adequate to enable children to achieve the highest aim of education
- The problems arising in many schools in South Africa were the results of lack of discipline or ignorance at homes and in schools, lack of guidance from parents and educators, socio-economic status, weak civil society and state system, as well as disintegration of moral fiber.
- The teacher's role in a teaching /learning situation is to develop the child as a whole
- The Curriculum 2005 was not designed/planned to suit/cover every need for quality of education. And in this proposed Curriculum moral value has not been recognised as important

## VIII

- The active involvement and the co-operation of the main interest groups - educators, learners, parents and members of the communities including government is very important in education

On the basis of the findings the following are some of the recommendations the researcher made :

- The promotion of the culture of learning and teaching in schools
- All groups (teachers, parents, learners, members of the community and government) that fulfill the key roles in education should come together with a purpose of forging some kind of co-operation for the sake of developing a child as well as deciding on action to be taken in order to promote learning.
- The need for retraining of teachers.
- The importance of improving the socio-economic status to avoid the effect it has on the education system.
- The recommendation of Ubuntu which is an important philosophy for promoting peace and harmony among all people of South Africa.



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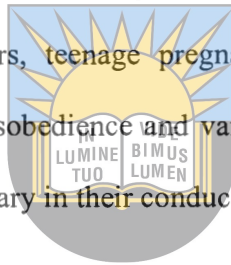
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## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.1 INTRODUCTION

In recent years, South Africa educational system has been buffeted and undermined by unprecedented levels of morally unacceptable conduct and behavior on the part of learners across the educational spectrum throughout the country. These include hostage taking, violent attacks on educators, teenage pregnancy, vandalism, class boycotts, bunking of classes, drunkenness, disobedience and various forms of indiscipline. Some educators have also not been exemplary in their conduct.



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These problems have contributed to the absence of a culture of learning and to the falling standards in several schools. The generally poor school leaving certificate examination (matric) results in the last five years is symptomatic of the educational malaise gripping the country. This study seeks to investigate the ethical foundations of the unfolding educational system in post-apartheid South Africa with a view to understanding the nature and the role of value-based education.

#### 1.2 BACKGROUND OF THE STUDY

The system then, is being faced with many problems of which one of many telling symptoms is the lack of discipline amongst the learners and some times among the educators.

The current education system seems to suggest a contestation of values involving the key role players and stakeholders in education.

The concepts such as responsibility, empathy, cooperation, compassion, perseverance, respect, initiative, integrity, discipline and rights, are regarded by Francis as values that are reflected in the human character in the form of virtues (Francis cited by Carron 1963:217). Virtues then, are opposed to grossly immoral habit or conduct as seen across South Africa's educational landscape in recent years.

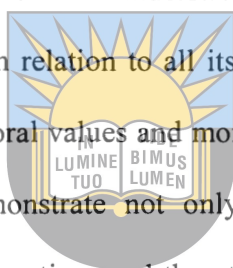


Being surprised and shocked by the educational crises that are on the increase in schools or learning institutions, Patloki (Tribute Magazine 1999:56) argues that, in the olden days there were systems which were important and helpful in bringing up the children - for instance, girls and boys were taught morals by their parents or grandmothers. But when those important systems deemed outdated, nothing was established to replace them in terms of teaching our children morals and values. This is supported by the Minister of Education (Daily Dispatch 1999:1) when he announced a number of steps to reverse the situation, including reinstating morality and decency in schools.

In this regard, the restoration of values in the education system is required for educational transformation. Unfortunately, the new Curriculum 2005 that will usher South Africa into the 21st century does not seem to give adequate recognition to the primacy of values in the new educational system.

This poses a serious danger of importing the moral weaknesses of the old into the new system unless the tenets of a value-based educational system influence the implementation of the Curriculum 2005.

The field of applied ethics has a cardinal role to play in the successful implementation of the new system. Applied ethics may be described as an umbrella term which covers a variety of practices more or less interconnected by the broad awareness of the importance of values and value systems for a clearer understanding of the meaning of human existence in its totality, as well as in relation to all its facets (Ozawa 1991:1). Applied ethics is concerned with issues of moral values and moral precepts for human action and conduct. It can and ought to demonstrate not only the moral precepts to govern educational practice but also the imperatives and the utility of a value-based educational system.



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Education is historically a field of application that has always been closely associated with philosophy. The point of departure for the study was the articulation of a philosophical theory of ethics. Such theory clearly defined the relationship between ethics (theory) and morality (practice), and consistently demonstrates their interrelationship.

### **1.3 THE PROBLEM OF THE STUDY**

Although it is stated in Curriculum 2005 that, a good curriculum easily develops a person's intelligence, attitudes, knowledge and values, the very importance of values and ethics in the new educational system has not been adequately recognized as articulated.

It can then be assumed that, the planning for the curriculum has not been properly done. The central problem of this study therefore is to investigate the relationship between moral values and educational standards in the South African school system.

#### **1.4 RESEARCH QUESTIONS**

1. Are there effects of socio-economic status in education?
2. What are people's attitude towards school-based education?
3. What is the place of value-based education in the curriculum 2005?
4. Are there any ethical foundations in the proposed curriculum 2005?



#### **1.5 OBJECTIVES**

##### **1.5.1 Main Objective**

To investigate the relationship between moral values and education system of South Africa.

##### **1.5.2 Immediate Objectives**

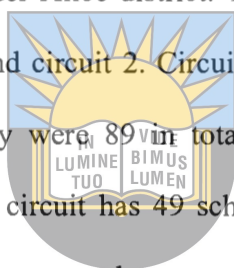
1. Identify socio-economic factors that affect the South African education system.
2. Describe people's attitude towards school-based education in South Africa
4. Determine the context of value-based education in the curriculum 2005

#### **1.6 STUDY SITE**

The study was conducted in primary and secondary schools in Alice and the Fort Beaufort areas of the Eastern Cape Province. Both areas form part of the central region. The nearest city for both areas is East London via King William's Town. Alice is on the Tyume river some 120 kilometers north-west of East London.

It is the home to the first black university of Africa - the University of Fort Hare. Alice was named in 1847 after Princess Alice, daughter of Queen Victoria of Great Britain. Fort Beaufort is 147 kilometers north-west of East London. It was laid out in 1837 around a fort of the same name.

From Fort Beaufort to Alice is 22 kilometers. Both areas have a population of approximately 20 000, of which Blacks are dominating. Alice and Fort Beaufort circuits were amongst the seven circuits under Alice district. The Alice circuit was categorised into two circuits, that is, circuit 1 and circuit 2. Circuit 1 have 43 schools and circuit 2 have 45 schools, which means they were 89 in total, 22 secondary schools and 67 primary schools. The Fort Beaufort circuit has 49 schools, 36 primary schools and 13 secondary schools. Each school in these areas has an average of 647 learners. In the Alice area, 60 percent of learners walk a considerable distance from homes to schools.



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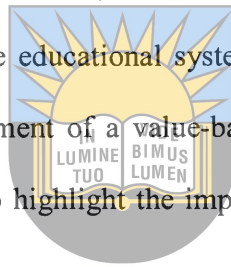
The main interest groups that traditionally fulfill the key roles in education are parents, educators, learners and the community and these groups will be focused upon. The role of the groups inside and outside of the school environment was investigated in terms of the need for a values-based education, with special attention to a set of criteria pertinent to the study.

## **1.7 RATIONALE OF THE STUDY**

Recent experience seems to indicate the existence of a serious problem in South African schools, which is not unrelated to the deterioration of moral standards and which have in turn impacted negatively on educational standards as a whole.

Premised on the assumption that the restoration of moral values is the key to educational transformation in post-apartheid South Africa, the study therefore is aimed at investigating the suitability of the value-based education system in South Africa.

Moreover, literature studies have shown that there is an abundance of ethical theories, definitive moral discussions, critical approaches and new schools of thought that date back about 2300 years, but there is a dearth of attempts to provide a comprehensive account of applied ethics (MacIntyre 1966:1). Much less, the application of ethics to the restoration of moral standards in the educational system. This quality of applied ethics needs to be harnessed to the attainment of a value-based educational system in South Africa. This study therefore seeks to highlight the importance of ethics to human life in general and education in particular.



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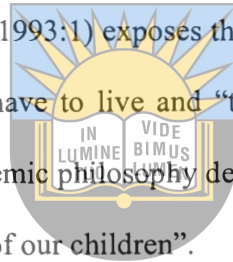
Curriculum 2005 recognizes the need for change for the sake of improvement and development. And although education is regarded as the key to change, such change will not happen overnight. In this regard, “What we need to make is a change away from the old inadequate system....” (National Department of Education 1997:30).

Moreover, the results of the study will be used by and for learners, policy makers, general public and for further research.

## 1.8 THEORETICAL FRAMEWORK

This study is based on two theories of Ballington and Haydon. Ballington's theory (1988:18) reflects the importance of ethics in education, the introduction of morality, facts and values. He states that, "nobody gets through life without ethics even if he does not know the meaning of the word". Ethics and man therefore are inseparable, thus basic values are ingredients of ethics that are reflected in human character in the form of virtues such as respect, discipline, self-discipline, empathy and tolerance.

On the other side, Haydon's theory (1993:1) exposes that, education can help us with the plurality of values with which we have to live and "there is place for a philosophical approach to values, not only in academic philosophy departments, but in the education of teachers and even in the curriculum of our children".



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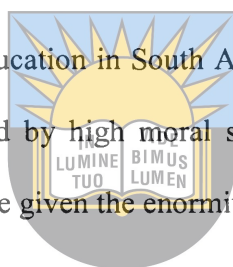
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Moreover, there is a certain picture of the role of values in society, which lends itself to talk of a crisis. Values, moral values in particular are seen as binding society together, preventing the dissolution which might come through individuals pursuing only their own interests or pleasures and disregarding the interests or rights of others. But the acknowledgment of values and adherence to them in action are depicted as in a state of decline. Education therefore is given the job of reversing the decline (Haydon 1993:1).

The theory was carried out in countries like America and Britain. American studies have revealed that by far, the largest majority of children tested want to have ethics education and that value centered environments make the most impact in a child's success and well-being at school. The studies also indicate that school children, parents, groups and teachers are clearly in favour of a value-based education (Bedley 1998:1).

Initially, foundation values like respect, responsibility, initiative has been encouraged to be implemented in schools. Such actions resulted in learners being successful and improving at schools, knowing what is right and wrong, having a sense of responsibility, respect for others and self-respect, etc. In this way, learners have improved in terms of conduct and behaviour and this has created a good atmosphere in a school environment with few or no problems like boycotts, drunkenness, disobedience, vandalism and hostage taking.

Therefore, the new orientation in education in South Africa needs to be rooted in sound ethical foundations and be governed by high moral standards. The study into similar issues in South Africa is long overdue given the enormity of the current educational crisis in the country.



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## **1.9 THE SCOPE OF THE STUDY**

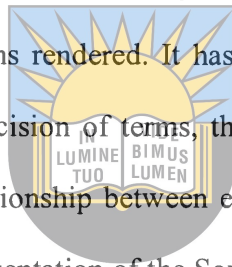
The study is divided into five chapters. Chapter one is introductory in nature, it constitutes the background of the study, laying out the problem to be studied, research questions, study site, objectives, theoretical framework, rationale as well as the scope of the study. Chapter two describes the methodology employed in the study. This is followed by Chapter three, which reviews literature pertinent to the study. Chapter four is devoted to the statement, analysis and interpretation of the results. Chapter five takes the results of the study as basis in presenting the conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In chapter one, the study has been put in perspective. Background of the study has been explained, reasons for taking the study given, problem and rationale of the study, objectives and scope of the study stated. This chapter reviews literature pertinent to the study and definitions of certain terms rendered. It has six sections with twenty sub-sections. The first section is on precision of terms, the second one is on the nature of applied ethics, followed by the relationship between ethics in the case of a critical and self-critical theory. Fourthly, the presentation of the South African education system. The last one is on the main interest groups that fulfill the key role in education.



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#### 2.2 PRECISION OF TERMS

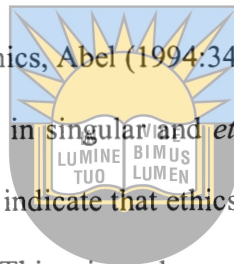
People do not attach the same meaning to certain terms. With this assertion in mind, it is essential to add a precision of certain terms frequently referred to in this study. It is hoped that such precision of terms will contribute towards the clarity of the arguments which are going to be raised in the study. The following terms will be defined : Ethics and its origin, applied ethics, the concept value, the concept education, educational system and philosophy.

## 2.2.1 DEFINITION AND THE ORIGIN OF THE WORD 'ETHICS'

### 2.2.1.1 ORIGIN OF THE WORD

Ethics is a branch of philosophy like Logic, Aesthetic, Metaphysics and Epistemology. The word Ethics is derived from the Greek, *ethos*, and is one of the main disciplines of the philosophical dialogue. It is amongst the oldest disciplines of philosophy and its written history is mostly traceable within the ancient Greeks.

In the Western tradition the first period of ethics can be traced back somewhere about 430 B. C. In tracing the origin of ethics, Abel (1994:342) explains that the word "ethics" derives from the Greek word *ethos* in singular and *ethe* in plural which means customs and character. These root meanings indicate that ethics is concerned with what we do and with the kind of person we are. This view shows the relationship between custom, morality and character.



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### 2.2.1.2 DEFINITION OF ETHICS

Different authors define ethics in different ways, but most of their definitions have coherence in the sense that they denote man's character. They help to demonstrate that ethics is a theoretical reflection on basic values, which determine all human conduct. Looking at the following definitions such coherence is reflected :

Levinas (1995:XI) defines ethics as the doctrine about the moral principles, norm obligations and interdictions that rule human behaviour.

Using the fundamental meaning of ethics as guide, Abel (1994:342) states that, “we can define ethics as the study of how we should live our life and what kind of person we should be”. More succinctly, ethics is the study of right conduct and character.

Ethics may be defined as the systematic study of human actions from the point of view of their rightness or wrongness as means for the achievements of ultimate happiness.

Moreover, moral philosophy is merely another name for ethics. The material object of ethics is human action and the formal object is the quality of rightness and wrongness (Bourke 1966:3).

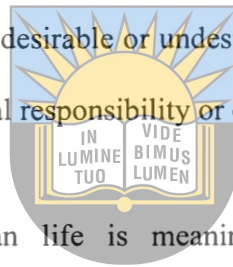


Mackenzie (1929:1) defines ethics as the study of what is right or good in conduct. He further argues that it is the general theory of conduct and considers the action of human beings with reference to their rightness or wrongness, their tendency to good or evil.

Urban's (1930:6) definition of ethics indicates that ethics is a science and it also shows values of actions because the term good and bad have to do with values of actions. He defines ethics as the “science that deals with conduct in so far it is considered right or wrong, good or bad”.

Seeing that the word ethics signifies man's character, Mackenzie (1921:1) suggests that ethics can be described as the discipline that defines man's habits, customs or their character, the principles on which they habitually act and consideration of what it is that constitutes the rightness or wrongness of those principles, the good and evil of those habits.

From the above definitions, ethics can be affirmed as the discipline which is concerned with man's actions and dispositions. These actions according to Stumpf (1983:1) can be called right or wrong, good or bad, desirable or undesirable, worthy or unworthy. Ethics is also concerned with one's personal responsibility or obligation for one's behaviour.



The definitions show that human life is meaningfully understood only if due consideration is given to the key questions that afflict our existence. One of these questions deals with the problem of the moral value of our actions, hence the importance of ethics for life. Ethics and man therefore are inseparable thus basic values are ingredients of ethics that are reflected in man's character in the form of virtues such as respect, discipline, empathy, responsibility, courage, friendship. However, these virtues are opposed to grossly immoral habit or conduct such as disrespect, disobedience, intolerance and selfishness.

### **2.2.2 WHAT IS APPLIED ETHICS ?**

Applied ethics can be defined as the contemporary attempt to respond to afflicting experiences that are commonly experienced in daily life as we live it. The experiences that generally demand critical attention are those that concern issues over which people are usually strongly divided.

Applied ethics has various sub-divisions, like environmental ethics, bioethics, sports ethics, media ethics, legal ethics, educational ethics, professional ethics, religious ethics. (Brody 1983:6).

The role of the philosopher in this respect is that of mediating in a critical and self-critical understanding of the issue at hand, objectively focusing on the merits of a specific viewpoint for or against a particular case in point. In this way applied ethics enables philosophers to make an appreciable contribution to such ethical issues, and their practical skills are being tested. Ethics therefore is “practical oriented” (Brody 1983:7).



### 2.2.3 THE CONCEPT VALUE

The term “value” is ambiguous. Both in every day speech and in philosophical literature “value” appears in three basic senses which often overlap and are even often confused.

- (a) Value is what a thing is worth, something translatable into or expressible by some units of measurement or comparison, frequently definable numerically, e.g., the price of a product
- (b) Value is a valuable thing or property, something to which valuableness is ascribed.
- (c) Value is an idea which makes us consider given objects, qualities, or events as valuable. (Najder 1975:42).

In ethics a value is simply a norm which enables us to judge whether an action is moral (good) or not. Ethics is the theory of morality - morality refers to the practical experience as it is “judged” in terms of specific moral norms

Looking closely at these three basic meanings, the first one is typical of economic contexts but it appears in ethical and aesthetic contexts as well. Value in this sense is not bound to any particular theory but is a semantically independent unit. Najder (1975:43) proposes to call this sense of “value” quantitative.

The second meaning has a very wide range as it may apply both to individual objects or facts (particular acts, works of art) and to certain properties of these (conscious intention artistic originality). Najder (1975:44) in this sense proposed to call ‘value’ distributive.



A third meaning of “value” is distinguishable. Najder (1975:46) proposes to call it axiological and this is the most important essential sense for the philosophy of value. Values that guide man’s actions then are axiological values.

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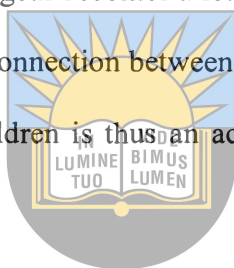
Since “value” is an ambiguous term, it is no easy matter to define it. Some attempt has been made to define “value”, the definitions that have been agreed on are regulative definitions. Since there is no agreement as to the designation of value, philosophers usually write about values in terms of particular value-systems.

#### **2.2.4 THE CONCEPT EDUCATION**

Education is viewed as a universal remedy, as a hope for a better future or as the reason for our present moral decline, as a reflection of social ills, or as a mould of society. It is described as meaning all things to all people (Bowyer 1970:20).

This diversity of opinion concerning education can be attributed to the fact that each adult has a personal conception of what education implies.

This conception is usually manifested in an attempt to lead learners towards the actualisation of what he thinks to be the most worthwhile in life. That is, he bases his educational view point on the philosophy of life which he upholds, sometimes without being aware of it. Consciously or unconsciously he is always directing his child towards a certain goal which he upholds. This goal becomes a loadstar and the driving force behind his desire to educate. The intimate connection between the way people see life in general and the way they educate their children is thus an accepted educational axiom (Curtis 1978:33).



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The child wants to be like someone whom he admires. However, because of his relatively slow growth and his biological dependence in comparison with animals, he needs the assistance of a mature person (Cilliers 1975:22). The educator is therefore always concerned with the transference of norms, values and the cultural heritage which he cherishes and which he wishes to pay on to the educand on route to adulthood. As such the educand acquires, through the medium of education, a view of life, a preference of values and above all, his volitional life in accordance with that of the world in which he lives (Gunter 1974:77).

The above exposition reflects that, as the result of the life experiences of the educator as a mature person, he/she is maintaining contact within the important phases of reality, which enables one to make morally justifiable decisions in the ordinary day-to-day life.

Education thus aims at more than just development of the intellect and the teaching of certain skills, as is the case in the basic teaching activity. It is also concerned with the positive formation of the growing child. The child is given guidance to choose the correct norms. In this regard, the term education means to bring up or raise children spiritually as against leading out (*educare*). Therefore, education is essentially the accompaniment or rather the leading upwards, towards adulthood of a child by adults. This may be considered to be the ultimate aim of education (Gunter 1974:12)

### 2.2.5 THE CONCEPT EDUCATIONAL SYSTEM

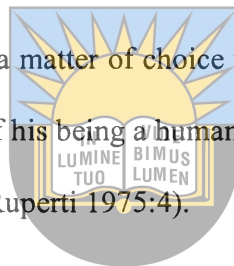
A system of education is an integrated structure, comprising organised bodies such as school-boards, departments of education, parents, teachers' organisations and others.

All educational systems are concerned with the school curricula and syllabi, directed at perpetuating a specific philosophy of life (Ruperti 1976:3) All systems of education have certain elements in common like teachers, curricula, basic subjects such as language, method, teaching aids and so on.

However, due to natural and cultural factors inherent in all societies, the systems differ from each other, depending on certain world and life views. This being the case, it is of importance to note that under the guidance of the spiritual power, the cultural and educational system of a nation is influenced, *inter alia* by the so-called natural factors and normative factors. Without intending to enter into too much details, natural factors (outside man's control) include the following: number, demographic aspects and density of population, migration of pupils, physical circumstances, biological and physical aspects.

Normative factors (with man's control) include aspects like cultural development (historic factors), linguistic (symbolic connotation), economic (saving/spending/balance), social (intercourse), aesthetic (harmony), juridical (retribution), ethic (love) and pistical (faith) (Rupert 1975:32).

In this study the term educational system will formally mean organised education centering around the primary and secondary schools, functionally directed at helping the child to formulate his own world. School is an essential factor in the child's progress in life. In fact, attending school is not a matter of choice to the child but an obligation from which he cannot escape, by virtue of his being a human being. While he is not an adult he is in need of guidance by an adult (Rupert 1975:4).



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#### 2.2.6 THE CONCEPT PHILOSOPHY

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In studying the history of philosophy, one will find that almost every philosopher answers the question "what is philosophy" in his own way. Apart from many definitions, Rauche (1963:10) does provide a meaningful, general definition of his own. He points out that, philosophy is an ontology, that is, the science of all that exists.

As this existence comprises physical, intelligible, ethical and metaphysical entities we may define philosophy as the science of totality.

The above definition reflects that philosophy defines all else, but cannot itself be defined. Therefore, it is difficult to define it and in trying to answer the question "what is philosophy" you are already philosophising. This highlights that philosophy is a continuing argument and as long as there is man so long will philosophy be there.

### 2.3 THE NATURE OF APPLIED ETHICS

Literature studies reveal that applied ethics has been existing years ago from Plato to recent philosophers, but recently applied ethics has been in current demand and has expanded to cover many problems. For instance, environmental ethics, business ethics, biomedical ethics and other ethics have appeared to treat concrete problems and tried to resolve some ethical issues (Ozawa 1996:1).

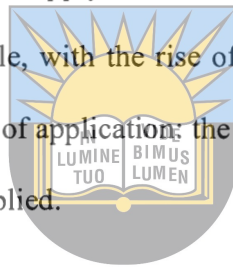
This shows that, applied ethics focuses on practical ethics and deals with life complexities. However, most analytical philosophers have felt that it is not the business of philosophers to address practical issues, but the movement towards applied ethics has shown that philosophers do have something to offer by way of clarifying issues and positions, even by showing how, or to what extent one or another theory can be applied.

(De Marco & Fox 1986:4).  University of Fort Hare  
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It is important to investigate the relation of theoretical ethics to applied ethics, not only from the point of view of what philosophers have to offer to the solution of practical problems, but also from the point of view of seeing how philosophical ethics itself might be improved by considering problems of application. The application of theory therefore, shows that theory and applied ethics and ethics in general are not different isolated fields. People working in applied ethics can no longer continue to operate effectively without taking theoretical considerations into account.

Theory and practice therefore are brought closer together, not to transfer power from a theory separately established and then dictating practice to a practice that determines theory or choose perspectives to suit its convenience. For what is of convenience itself reflects a theory of the relation of theory and practice. (De Marco & Fox 1986:333).

From the above expositions one can realise that, the question “what is applied ethics?” is not important than the “how” and “why” questions. Thus Ozawa (1996:1) points out that “it is more important to see how to apply ethics than to discover the origin and the definition of the name”. For example, with the rise of applied ethics, substantive ethics has been challenged to meet the test of application; the test of seeing whether, how and to what extent ethical theory can be applied.



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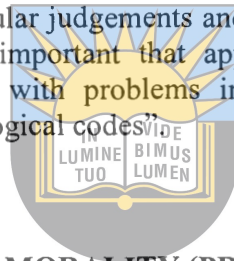
Ozawa (1996:5) points out that the subdivisions of ethics are the results of moral dilemmas that arise from the conflict between several codes of ethics or interest. In other words both codes and moral dilemmas are particular. Therefore, in accordance with a particular problem in a particular situation, there are divisions in ethics to resolve such particular moral dilemma. Those divisions include environmental ethics, professional ethics, media ethics, health care ethics, business ethics, computer ethics and others.

He further argues that, one may ask “what are moral dilemmas” or “why do they come about?”. Moral dilemmas arise when several opposing particular rules conflict with one another because of different codes of ethics. Because we have various relations to other people who have different codes, universal moral laws are not applicable to individual cases. Instead, these codes in effect conflict with one another.

Some codes seem universal to us, because they are widely accepted by many people. But in fact each particular code is relative to each particular person or group. In this sense, moral rules are different from the law of natural science. (Ozawa 1996:5)

In close connection with the above explanation Ozawa (1996:5) explains the complexities of moral considerations:

“when we consider a moral question, we need to know and understand the codes unique to the dilemma in question. And in order to know and understand these codes, we need to communicate with people concerned with ethical issues. In that sense, applied ethics is a process which has produced ‘particular judgements and actions’, ‘rules,’ ‘principles’ and ‘ethical theories’. It is therefore important that applied ethics be intercultural and interdisciplinary in order to deal with problems involving very different political, economical, legal, medical and biological codes”



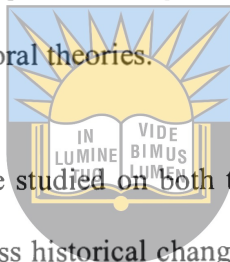
## **2.4 ETHICS (THEORY) AND MORALITY (PRACTICE)**

### **2.4.1 HOW ARE ETHICS AND MORALITY RELATED?**

This question is addressed by a contemporary South African philosopher, G.A. Rauche, (1985:92) in the following way:

Ethics is the theory of morality, which refers to the practical experience as it is “judged” in terms of specific moral norm. These emerge from a basic conflict experience of reality also referred to as the moral ground. However, moral ground and other major terms of ethical discourse such as moral norm, moral action, will be introduced in this sub-section with special attention given to the role of moral discourse as a primary concern in the history of philosophical reflection.

The above shows that ethics (theory) and morality (practice) are two sides of the same coin. And the interplay between these two concepts reflects that theory cannot operate without practice and vice versa. Application has been guided by theory and theory has been directed towards application. So though applied ethics is in current demand and is a growing movement, it cannot grow and prosper without theoretical guidance. Rauche (1985:92) examines the relationship between man and his fellowman in terms of the problem of good and evil. In other words, ethics focuses on the relationship between man and his fellowman which takes the problem of good and evil as its point of departure. This problem too is dealt with by moral theories.



He further argues that ethics can be studied on both the individual and collective level. While the individual level cuts across historical change and shows man as a moral being *par excellence*, who keeps asking question about good and evil, morally right and wrong, throughout the centuries the collective level represents the changing moral value-systems throughout history. It can be shown that the moral theories, which reflect these value systems and seek to explain them contain the same structural components : moral ground or moral incentive, moral norm, moral judgement and moral act (Rauche 1985:92).

The above argument then emphasises the view that, ethics is a theory of moral practice, which theory is rooted in practice itself because moral theories make moral action possible. So it is in terms of moral actions that ethics functions. Moral action refers to an act which is, or may be judged to be either good or bad. It always eliminates the conflict existing between reality, man and society to form one integrated whole. It is therefore through the moral act that man leads an authentic way of life or a life in freedom (Rauche 1992:168).

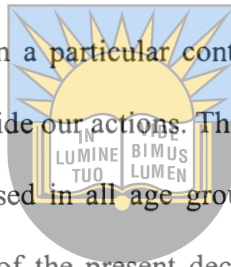
Gathering from the daily news all indications are that, there is a dire need in today's society to rethink the very reason for our existence. Human existence with all its fears and prejudices, dreams and expectations, means that man continues to strive for freedom all the time. Moral theories provide the rational structure for man's striving for justice, freedom, happiness and knowledge.

Furthermore, the relationship between ethics and morality which is signified by the interplay of theory and practice shows that moral theories cannot provide conclusive answers to man's question about freedom and justice and the undercharging conditions of life. This question will be asked again and again. Therefore, attempts to answer such questions conclusively have failed though it does not cause us to stop asking those questions. So like any other theories, moral theories are regarded as problematic by nature - which causes them to enter into a critical relationship with each other and causes them to call each other in question. (Rauche 1992:175).

The above argument reflects that life is not static but dynamic, so moral theories are affected as they change with the changing conditions of life. This shows that moral theories too are dynamic, thus they are recognised as contingent. From changing situation arise new conflicts and ethics come into being because man's needs and interests are affected by the dynamic processes, which guide our interaction in all levels of experience.

The stated situation results in the continuing shifting of the moral ground. The term moral ground refers to the basic human conflict that exists between man and fellowman, i.e. as evidenced by the clash between their common needs and diverging interests. The moral ground provides the incentives for the universal human striving to overcome that conflict. It affects both moral norm and the moral act, thus the latter takes on a new meaning with every shift in the moral ground.

In the light of the above, applied ethics is the attempt to decipher the moral ground of human action as experienced within a particular context; with special reference to the establishment of a moral norm to guide our actions. This applies not only to the lives of adults but also beckons to be realised in all age groups. This is beyond dispute when contrasted against the background of the present decline in moral values, and actions, which are supposed to constitute the good society.



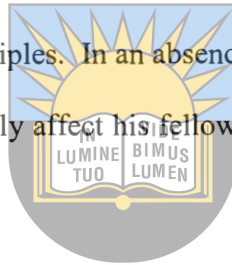
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During the process of critical relationship obtaining between moral theories, man is able to constitute his own moral theories. In fact if more light can be shared on ethics generally it can be realised that this is battle field where moral theories are constituted and reconstituted. This indicates that ethics constitutes an ongoing argument and the problem of good and evil cannot be solved absolutely. It also suggests that all moral theories are important and cannot be absolutised.

In regard to the above, Rauche (1992:175) argues that the critical relationship obtaining between moral theories may be seen as the theoretical expression of the contingent character of both ethics (theory) and morality (practical) at the same time.

It points to a ground for all ethics (moral theories) and morality (practical action in terms of these theories). This real ground which lies outside any particular theory, is man's contingent experience of the world (reality).

Moreover, all moral theories bring certainty and security to man. So, though they negate each other, all of them are needed and important. This also shows that negation and affirmation is not between man and his fellowman only. Although man is relatively free to make his own choice of values and norms, he must obey certain rules and adhere to certain existing values and life principles. In an absence of these rules that govern human beings, man's thinking may adversely affect his fellowman. Ethics therefore is needed to balance man's thinking and actions.



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Moreover, living with others is a life principle, it is not inherited but acquired, so though man negates his fellowman he cannot live alone. The paradoxical relationship which emerges when man deals with the problems good and evil shows that, man is not alone in this world and it is not the nature of man to be alone. Man has to restrain himself in order to accommodate his fellow-man.

This is supported by Ballington (1988:19) when he argues that, man can live without a radio or a television, but cannot live without other people. This also leads to another factor about morals - that is, there is no such thing as private morality. For instance, the acts of lying, stealing clearly involve or affect others. In fact, everything man does matters because it is capable of affecting other people's lives.

Hence it is clear that, ethics deals with the classification of the rules and norms that govern people's behaviors and conduct in their relationships with one another.

In conclusion, the above arguments show that ethics is very important in human life and is the concern of every person. Thus ethics is linked with the subject of general interest: education. It is considered to be required for the current educational system. Now that education develops a human being as a whole means that education is the whole life of a human being with emphasis on the standpoint of learning to live that life.



Life and education therefore are inseparably bound and ethics will always be there as long there is man. Human beings are aware of the need to coexist in harmony and peace.

## 2.5 SOUTH AFRICAN EDUCATIONAL SYSTEM

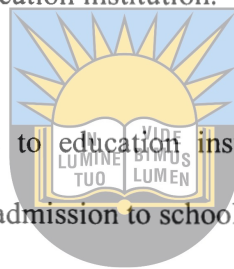
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Most people educate or ought to educate the child for a specific purpose in life. The general desire is to lead the child towards the acceptance of values and norms that are acceptable to the specific society. With this in view, educational systems usually reflect, *inter alia* the following: aims of education, possibilities, limitations, content and method of education. Further, such aspects as authority and freedom receive much attention. Because of the existence of many varied philosophies of life, the above-mentioned aspects of any educational system will differ from nation to nation (Lesson 1947:8).

### 2.5.1 NATIONAL EDUCATION POLICY ACT No. 27 OF 1996

The current system of South Africa is required to follow the stipulations of the National Education Policy Act No. 27 of 1996. According to this research, the following are appropriate:

- The organisation, management and governance of the national education system
- Control and discipline of students at education institutions: Provided that no person shall administer corporal punishment or subject a student to psychological or physical abuse at any education institution.
- Compulsory education
- The admission of students to education institutions which shall include the determination of the age of admission to school
- The minimum number of hours per day and days per year during which education shall be provided for different phases of education in education institutions, that is, facilities, finance and development plans for education, including advice to the Financial and Fiscal Commission.
- Enabling the education system to contribute to the full personal development of each student and to the moral, social, cultural, political and economic development of democracy, human rights and the peaceful resolution of disputes.
- Achieving equitable education opportunities and the redress of past inequality in education provision, including the promotion of gender equality and the advancement of the status of women
- Providing opportunities for and encouraging lifelong learning
- Promoting a culture of respect for teaching and learning in education institutions

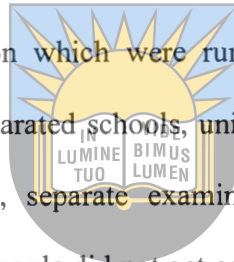


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- Enhancing the quality of education and educational innovation through systematic research and development on education, monitoring and evaluating education provision, performance and training educators and education managers.

### 2.5.2 CURRICULUM 2005

The present South African education system has been and is being reconstructed from an earlier system which was dominated by a specific ideology called ‘apartheid’. There were seventeen departments of education which were run and funded as if they were in different countries with racially separated schools, universities, technikons and colleges, different curricular and textbooks, separate examinations and huge differentials in funding per learner. It is clear that people did not get equal amounts of education.



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The Minister of Education, (Daily Dispatch 1999:01) states that, this kind of system has created the most troubling features of the system - that is, the huge inequalities in access to facilities, low teacher morale, governance and management failures and the poor quality of learning.

But, since May 1994 the Department of Education has done away with seventeen departments and all their differences. As a result an official from the Department of Education recently stated that:

“the South African new policies and law create one education system where for decades there was discrimination and institutionalised racism. When a single articulated non-racial education system has been created, learning has become compulsory for children between the ages of seven and fourteen. Children, Black and White, Coloured and Indian have become brothers and sisters in pursuit of education” (Daily Dispatch 1999:1).

The above changes show that there was a widespread dissatisfaction with the education system, which was designed to build an apartheid system. Moreover, most people would agree that education must be looked at as part of the whole society. So the education system in South Africa should be seen as part of the unequal social system as a whole.

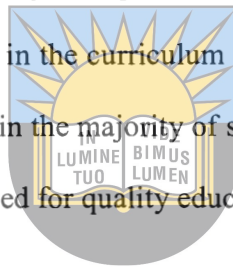
When the new education system emerged, South Africa has been engaged in league with other countries in attempting to integrate education and training in the course of life-long learning.

Hence Curriculum 2005, which is a form of Outcomes Based Education, developed for South African schools and is based on the idea of life-long learning for all South Africans. (Daily Dispatch 1999:01). This new curriculum is for the twenty first century and has been developed to give a new way of teaching and learning. In unveiling this new curriculum, Professor Bengu (National Department of Education 1997:01) states that, the implementation of the new curriculum will require considerable commitment from all participants in the learning process. Accordingly, much of our efforts will be focused on providing the necessary support in the form of in-service teacher training, assessment, guidelines and student orientation.

He further states that, essentially this new curriculum will effect a shift from one which has been content-based to one which is based on outcomes. This aims at equipping all learners with the knowledge, competencies and orientation needed for success after they leave school or have completed their training. Its guiding vision is that of a thinking, competent future citizen.

The curriculum will begin to integrated education and training- incorporating a view of learning which rejects a rigid division between academic and applied knowledge, theory and practice, knowledge and skills. It will also foster learning which encompasses a culture of human rights, multi-lingualism and multi-culturalism and a sensitivity to the values of reconciliation and nation-building (National Department of Education 1997:1).

This reflects that the new curriculum will bring a change in education. But, it raises some questions such as, is South Africa ready to implement curriculum 2005?, are educators fit enough to deliver what is contained in the curriculum or are they fully equipped to drive OBE?, are there adequate resources in the majority of schools?, Is the curriculum planned or designed to suit or cover every need for quality education?.



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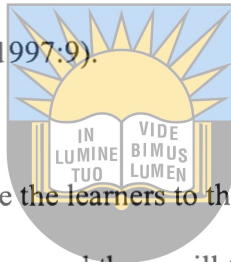
### 2.5.3 OUTCOMES BASED EDUCATION (OBE)

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Outcomes-based education is defined as a flexible, empowerment -oriented approach to learning. It aims at equipping learners with the knowledge, competence and orientations needed for success after they leave schools or have completed their training (National Department of Education 1997:21).

This kind of approach is linked to a new structure, namely: National Qualification Framework (NQF) which aims at improving the quality of education in South Africa by joining two areas - i.e. education and training and will enable learners to move from one place of learning to another.

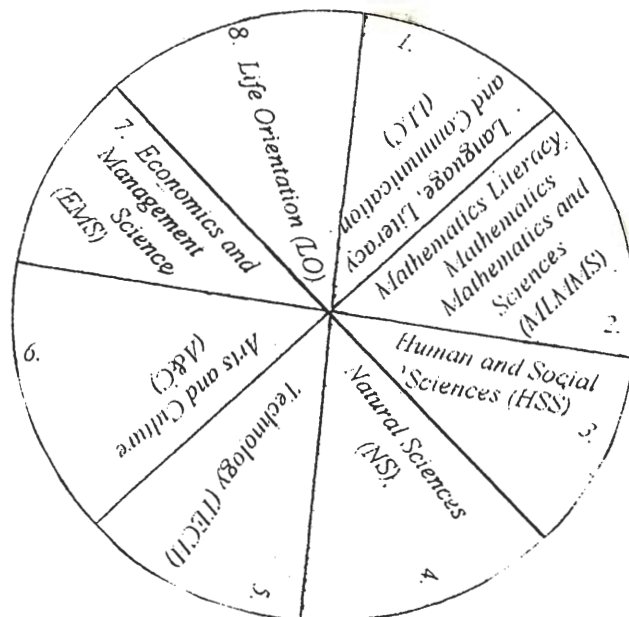
The curriculum 2005 further states that, in OBE, teachers and learners focus their attention on two things: Firstly, the results expected at the end of each learning process. These results are called the outcomes. The main set of outcomes that every teacher needs to plan around are called critical outcomes. However, there are three kinds of outcomes - Critical Outcomes, Learning Area Outcomes, Specific Outcomes. Critical Outcomes then are those that are essential to learning and include skills and values such as being able to think, to solve problems, to collect, organise and analyse information, to work in a group, as well as independently, to communicate effectively and to make responsible decisions (National Department of Education 1997:9).



Secondly, the processes that will take the learners to these end points. Teaching and learning processes will undergo change and these will then be as important as educational outcomes. Teaching will become learner-centred, will put emphasis on groupwork and develop the ability of people to think critically and research and analyse things for themselves. The curriculum is organised around eight learning areas, which form a balanced curriculum. These areas have replaced the traditional school subjects.

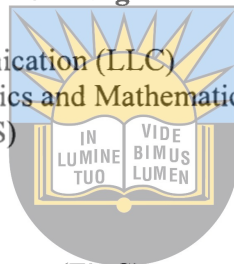
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## A BALANCED CURRICULUM \*



### Eight Learning Areas

1. Language, Literacy and Communication (LLC)
2. Mathematics Literacy, Mathematics and Mathematics Sciences (MLMMS)
3. Human and Social Sciences (HSS)
4. Natural Sciences (NS)
5. Technology (TECH)
6. Arts and Culture (A&C)
7. Economics and Management Science (EMS)
8. Life Orientation (LO)



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\* Adopted from the Curriculum 2005, page 15

Critical Outcomes, which are considered to be the most important for all learning are designed into twelve outcomes to successfully demonstrate learners ability to:

- communicate effectively using visual, mathematics or language skills in the modes of oral or written presentation.
- identify and solve problems by using creative and critical thinking.
- organise and manage themselves and their activities responsibly and effectively.
- work effectively with others as members of a team, group, organisation and community.
- collect, analyse, organise and critically evaluate information.

- use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
- demonstrate and understand that the world is a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- reflect on and explore a variety of strategies to learn more effectively.
- participate as responsible citizens in the life of local, national and global communities.
- be culturally and aesthetically sensitive across a range of social contexts.
- explore education and career opportunities.
- develop entrepreneurial skills.



Although critical outcomes are for all learning areas, for each learning area there is a set of outcomes (based on critical outcomes) which give the most important outcomes of learning associated with the particular learning area. These outcomes are called specific outcomes because they are specific to the learning area. They help make critical outcomes applicable to the learning area (Sunday Times 2000:01).

Furthermore, for the foundation phase, all eight learning areas are integrated into three learning programmes: literacy, numeracy and lifeskills. These three learning programmes need to provide sufficient learning opportunities for learners to acquire appropriate knowledge, skills, values and attitudes across the eight learning areas by the end of the foundation phase (Sunday Times 2000:1).

### 2.5.3.1 DIFFERENT KINDS OF OBE IN PRACTICE

After a process of debate about OBE, it was agreed that, there is not one kind of OBE, instead there are three kinds in practice. There are different forms of OBE identify different outcomes as 'critical'. The outcomes are applied in different ways to make other curriculum decisions. People know that the kind of outcomes they want to achieve influence the way in which they teach, assess and organise their class and school. It is therefore very important to form an understanding of South Africa's particular understanding of OBE. The three kind of OBE are called 'traditional', 'transitional' and transformational. (National Department of Education 1997:20).



#### (i) Traditional OBE

Traditional OBE is similar to old 'objectives' approach to education. It does focus on clearly defined 'outcomes', but these are narrow rather than holistic and are often not linked to the learner's ability to use this learning in work or life. Outcomes are drawn direct from the content of an existing syllabus. Some forms of traditional OBE, or 'objectives' teaching have been called 'mastery learning' because the intention behind defining the objectives is to help learners master small sections of content or discrete skills in little steps. There is no clear picture of the long-term outcomes of learning or of how different objectives (or outcomes) relate to each other or society.

However, such approach can help learners to improve their learning, but it does not give learners or educators an understanding of why this learning is important. It focuses strongly on either doing or recalling content: it does not focus on linking or integrating skills, knowledge and values. This integration is essential to operate competently in an ever-changing society.

This kind of OBE therefore, provides not much change in the learning environment – things carry on just as before the outcomes were defined. So, while teaching and learning may be more clearly focused, traditional OBE is unlikely to transform schools significantly



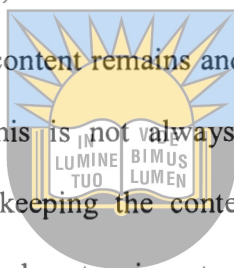
**(ii) Transitional OBE**

Transitional OBE deals with the question: “Why do learners need to know this?” It focuses on the qualities learners will need to operate competently in society. Rather than simply translating the existing curriculum content into `objectives`, it begins by looking at the critical outcomes - the knowledge, skills and attitudes – the society has agreed are vital for all its citizens and not at the existing curriculum (as in the traditional approach) Once these critical outcomes have been identified, educators may use the existing syllabus to help learners acquire these `competencies`.

In other words, the syllabus provides some of the content, but the educators design activities that assist learners in achieving outcomes beyond the narrow objectives of the syllabus. However, our current syllabus is regarded as a constraint on change and this is what transformational OBE address.

Transitional OBE is similar to traditional OBE in that it forces educators to be clear about what they want to achieve. But it differs in that, planning begins with the critical outcomes and the syllabus is simply used to achieve these outcomes (not the other way round). It always asks whether the outcomes have any value in society (as opposed to focusing on these separately). Because integration is so important and because educator must develop 'competence', it requires changes in the learning environment.

Critics of this form of OBE say that, it does not necessarily lead to enough real changes in the education system. Irrelevant content remains and although it is possible to use the existing syllabus in new ways, this is not always easy and old practices remain unchanged. Others argue that by keeping the content and using it to develop new approaches, educators will be offered a stepping stone – a 'frame' that will guide the transition toward other expressions of OBE.



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### **(iii) Transformational OBE**

Transformational OBE arises from a sense that the existing education system and syllabus impede the development of a new society and do not meet the needs of learners. They do not help learners to develop the attitudes, knowledge and skills that will enable them to participate completely in society. This situation arises most commonly when there has been, or is a demand for rapid social change. In societies that are complex, dynamic and technologically sophisticated, an education system that is flexible and able to prepare adaptable learners for life and work in a rapidly changing society, is necessary. There is a sense that the education system should tribute to the vision of a transformed society.

Thus in transformational OBE the question: “What sort of qualities - both as workers and as human beings – do we want our citizens to have?” , becomes even more important than in transitional OBE. Critical outcomes – listing the pack-age of knowledge, skills and attitudes citizens will need to function as critical citizens – become the sole determinants of a new curriculum. No thought is given to the existing curriculum.

Instead schools (or local districts) are told they can choose any content and use a wide range of teaching methods as long as these develop citizens who display the agreed-upon critical outcomes. This allows educators to relate teaching direct to their local contexts and also to change syllabus content rapidly.



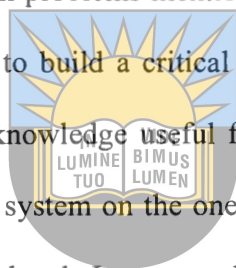
### **2. 5.3.2 WHAT KIND OF OBE HAS SOUTH AFRICA CHOSEN?**

Many surveys have shown that, there is widespread dissatisfaction with the education system. Most fundamentally, it was designed to build an apartheid society – a society that was unequal, undemocratic and racially divided and as such not able to have outcomes like critical thinking or co-operation. (National Department of Education 1997:20).

There is also a widespread concern about the irrelevance to everyone of much of what is being taught and learned at schools, the lack of integration between education and training with the consequence that many `theory` courses are deemed to be `of no use` and many practical courses and careers are scorned and avoided by many people. There is also a widespread concern about the lack of mobility for learners between pathways of learning and the waste this has brought about in non-recognition of skills or learning picked up `on-the-job` (National Department of Education 1997:20).

The new South African response to these issues has been a move to an outcomes based education and training system and the setting up of the NQF. Such a move has been described as a step that opens doors to learning to a wider range of people and also gives greater mobility across different parts of the education and training system. It makes for a fairer, more mobile, more integrated and more efficient system (National Department of Education 1997:21).

It has also been observed that, not all problems mentioned will necessary be solved by a first move - for example, the need to build a critical and democratic society or for an education that develops skills and knowledge useful for life and work. The solution to these problems lies in changing the system on the one hand and crucially in identifying appropriate outcomes on the other hand. It means choosing between an OBE that is traditional and an OBE that is transformational.

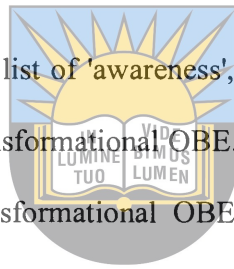


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Therefore, among three kinds of outcomes stated in the new or proposed curriculum 2005 - i.e. traditional, transitional and transformational, South Africa has to choose the outcomes that would describe the kind of abilities that all people living and working in a modern South Africa would require. These outcomes were chosen after a debate and negotiations among a wide range of people. And it is important to ask the community for the input and opinions (National Department of Education 1997:20).

In addition to these critical outcomes which focus strongly on knowledge and skills and to some extent neglected values and attitudes, it was agreed that all learners should become aware of the importance of:

- reflecting on and exploring a variety of strategies to learn more effectively
- participate as responsible citizens in the life of local, national and global communities
- being culturally and aesthetically sensitive across a range of social contexts
- exploring education and career opportunities
- developing entrepreneurial opportunities (National Department of Education 1997:21)



From the critical outcomes and the list of 'awareness', one can realise that South Africa has chosen what is described as transformational OBE. The curriculum 2005 has pointed out what is contained in the Transformational OBE. It arises from a sense that the existing education system and syllabus impede the development of a new society and do not meet the needs of learners. *Together in Excellence*

They do not help learners to develop the attitudes, knowledge and skills that will enable them to participate in society. (National Department of Education 1997:19).

It is further stated that, the kind of situation exposed above arises most commonly when there has been, or is a demand for rapid social change. In societies that are complex, dynamic and technologically sophisticated, an education system that is flexible and able to prepare adaptable learners for life and work in a rapidly changing society is necessary. There is a sense that the education system should be transformed in order to produce learners who can contribute to the vision of a transformed society. (National Department of Education 1997:19).

In conclusion, the research which has already been done concerning the OBE approach shows that many developing countries like United States, Canada, Britain, Australia, etc. have changed to OBE and are gaining from their experience. The reason behind the success of OBE in those countries is common : The investment of massive resources in education (City Press 2000:14). What about South Africa then, that means the move to OBE has posed a question about South African situation - are massive resources invested in education for this kind of approach?

### **2.5.3.3 ASSESSING IMPLEMENTATION OF THE NEW CURRICULUM 2005**

In 1997, when the curriculum 2005 was introduced in South Africa, it was credited by many, as a policy that would overhaul the Bantu education legacy that had bedeviled South Africa's education for so many years. In 1999, when the Minister of Education took over the education ministry, he appointed a committee to assess curriculum 2005. Among other things, the committee has to examine steps to implement outcomes-based education in grades four and eight, develop strategies to strengthen the implementation of the curriculum and increase the level of understanding of outcomes-based education (City Press 2000:14).

The assessment follows the review done by President Thabo Mbeki on the South African education system. He then posed a question to the Minister of Education concerning the system, "is our education system on the road to the 21st century?" (Daily Dispatch 1999:01). In answering the question, the minister explains that South Africa is not ready for the 21st century because promises contained in the Bill of rights remained a distant dream for many children.

Many schools in rural and poor urban areas have no facilities and committed teachers were demoralised, partly due to uncertainty over the government's rationalisation and redeployment programme.

The Minister of Education, (Daily Dispatch 1999:1) further cited poor discipline among principals, teachers and learners as a major problem. Many schools failed to start on time and closed early, while pupils and teachers often failed to show up. Many provincial education departments were incapable of performing their tasks in a business-like way or to give professional support to schools and tertiary institutions.



Such failures have a drastic effect - they open wide the gate of corruption, fraud and poor discipline and they sap the morale of conscientious staff. In the end they undermine good teaching and learning which depend on peace, order, stability and professional challenges.

Moreover, South African learners performed badly in international standard of mathematics and science, while matric results in most parts of the country were shocking. School leavers become job-seekers or enter higher education with serious gaps in fundamental knowledge, reasoning skills and methods of study (Daily Dispatch 1999:1).

The above expositions show that, though curriculum 2005 is the way of uplifting South African education standards its implementation was not well thought out. A local report in a local press (City Press 2000:14) stated that, it is wise and a good decision to introduce curriculum 2005 and it is the responsibility of teachers, officials, parents to make the curriculum work, it is not the sole responsibility of government. But many educationists warn that two obstacles will obstruct South Africa from attaining Curriculum 2005's intended goals : the lack of a well-trained teaching force and adequate resources in the majority of schools.



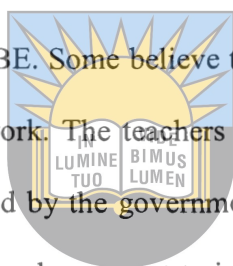
Focusing on the above obstacles, the report further explains that, 40 percent of South Africa's teaching force is not qualified to teach OBE. Most of them were trained in the apartheid colleges of education which did not give them adequate training, so they need to be retrained. Furthermore, pupils gain no understanding of the subjects they are being taught because teachers themselves lack that understanding. Failure to encourage the reading of books also stunts pupils' capacity for self-development and discovering knowledge. (City Press 2000:14).

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The report also maintains that, lack of information sources, such as books and computers in rural schools are a hindrance to the success of OBE. This is exacerbated by the poor provision of learner support material by the government. Another problem retarding the success of OBE is the lack of a suitable learning environment in schools, many classes are not conducive to learning. Overcrowding in most of the classrooms is posing a problem because it becomes difficult for a teacher to give individual attention to each learner. (City Press 2000:14).

Lack of provincial equity with regard to the distribution of resources is another setback. For example, a province that is well endowed such as the Western Cape is more likely to succeed with OBE than Northern Province. The lack of parental support, especially among black parents is another hurdle which creates difficulties. They do not do this deliberately because many of them are either illiterate, poor or single parents. Some work far from home and cannot monitor their children's progress at school.

Moreover, teachers especially black teachers have a general feeling of discomfort concerning the implementation of OBE. Some believe that given adequate resources and departmental support can make it work. The teachers are ill-equipped to deal with the challenges of OBE which was caused by the government's cascading model of training teachers. According to this model, the department trains a few teachers in the essentials of the OBE and they have to teach others. This creates a problem because the quality of training diminishes as the cascading process goes down.



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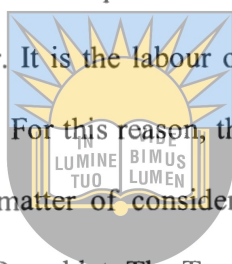
## **2.6 THE TRADITIONAL GROUPS THAT FULFIL THE KEY ROLES IN EDUCATION**

The main interest groups that traditionally fulfil the key roles in education are parents, teachers, pupils and the community. They have a very important role to play in the new education system. They are required to share the responsibility of education of their children with the state.

The interference of these groups in the system of education highlights the fact that participation is essential in the development of a child or of a education system as a whole. In order for the main interest groups to participate successfully in the system. All should come together with a purpose of forging some kind of co-operation for the sake of developing a child as well as deciding on action to be taken in order to promote learning.

### 2.6.1 THE TEACHER

Teaching, being one of the most responsible professions, sets high standards which are a challenge to any prospective teacher. It is the labour of love whose main reward is the development of the child as a whole. For this reason, the selection and training of young men and women of integrity is a matter of considerable importance to the teaching profession (University of Fort Hare, Pamphlet: The Teacher, 1990:01).

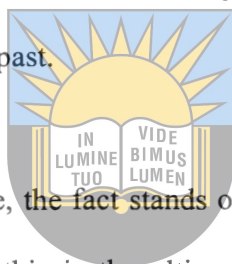


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As a role model both outside and inside the school situation, the teacher is amongst the members of the society that play many social roles in accordance with the different status. He/she occupies both in his/her private and public life.

In this regard, Ottaway (1964:185) argues that, the nature of the teacher's occupation places him in a special position of having a complicated set of roles in connection with his occupation alone. He is, as it were, in between the world of youth and the adult world, trying to meet claims of his pupils while reconciling them with the expectation of their parents and relating both to the needs of society at large. He has on the other hand an academic role concerned with scholarship and on the other hand he is a character-trainer concerned with the development of the child's whole personality.

Ottaway (1964:185) further argues that, as a member of a particular sub-culture within society, the teachers have acquired certain standards of behaviour from his upbringing which will influence his classroom and staff-room relationship. But a teacher is expected to set some standards of values before his pupils whether it be with regard to speech, dress, manners or choice of reading matter and television programmes. This is not to say there is no conflict over standards in these respects. Teachers often do not agree, but a pattern is beginning to emerge of a cultural community very different from one securely attached to the dying tradition of the past.



Whatever his personal views may be, the fact stands out that the teacher has a role as a representative of adult society and this is the ultimate source of his authority. He is responsible for the socialisation of the young on behalf of the adult for which they are being prepared. The way he uses his authority may vary, but whatever he does he cannot abdicate and must accept his responsibilities (University of Fort Hare, Pamphlet: The Teacher 1990:12).

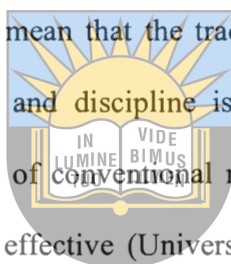
#### **2.6.1.1 SOME NEW ROLES OF A TEACHER**

Teachers are increasingly being expected to help support non-formal programmes of education such as adult literacy and community services, while retaining their traditional role of teaching and training children. They have experienced other winds of change in recent years. Society itself has been in a state of flux and teachers have been faced with the problems that derive from issues such as, changing sets of values, greater mingling of different cultures and so on (University of Fort Hare, Pamphlet: The Teacher, 1990:13).

Educational progress has similarly presented teachers with new problems brought about by the : - knowledge explosion

- curriculum development
- new concepts of education
- new methods and approach of teaching

The effect of all these changes has been to put increasing responsibility on teachers and the new roles required of a teacher mean that the traditional idea of the teacher as an authority in matters of scholarship and discipline is rapidly changing. Teachers are therefore having to be more critical of conventional methods and more willing to test innovations that might prove more effective (University of Fort Hare, Pamphlet: The Teacher 1990:14).



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Farrant (1986:22) pursues this a little further, when he says, “such responsibilities cannot be shouldered by teachers whose own general education is minimal and whose professional training spans one or two years. Consequently, new patterns of pre-service and in-service training are emerging to enable teachers to have lifelong access to training at levels and at time appropriate to their needs”. They are given greater responsibilities such as :

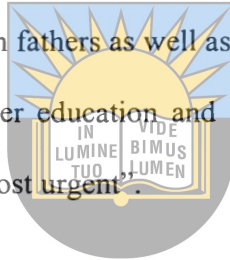
- being involved in the evolution of their national system education.
- sharing in curriculum development
- participating in the design and administration of new forms of education assessment
- producing materials for learning and teaching

- organising children's learning so that more people in the community share in the teaching

From the above roles, one can see that a teacher needs a number of skills to be able to perform his or her tasks.

### 2.6.2 THE PARENT

The responsibility of parents in the education of their children is succinctly expressed by White (1962:276) when he says “upon fathers as well as mothers rests a responsibility for their child's earlier as well as its later education and for both parents the demand for careful and thorough preparation is most urgent”.



Parents are very much a part of the early childhood scene. They have shaped the minds of the children and have created the attitudes with which their children approach learning.

Up until now, parents have been solely responsible for the emotional growth and development of their children. The parent's role in his or her child's education is more important than ever. They are the ones who build the basics for the child's education, they are nurturing not just their children's prospects but common future in a country that is watched by the world as a ground-breaker on many fronts. (Sunday Times 1999:01).

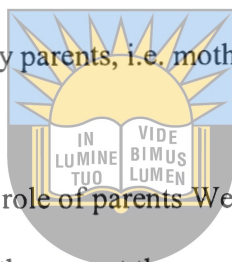
Thus in an OBE system parents have a very important role to play. It is stated in Curriculum 2005 that, the first step for most parents is to understand the new curriculum and get involved with the governing bodies of schools.

This will ensure that a new generation of children, well equipped to deal with the challenges of a changing society will be developed. Parents have been asked to use any knowledge gained to build and develop their own community and country (National Department of Education 1997:27).

### 2.6.2.1 THE PARENT-LEARNER RELATIONSHIP (child's early education )

The child's early education is called 'socialisation in the family' because through it the child is adapted to his/her social environment and secondly it is offered at home.

Obviously, the major role is played by parents, i.e. mother and father.



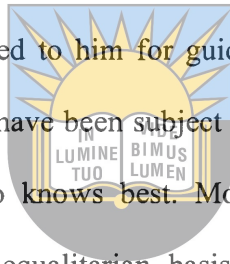
In highlighting the importance of the role of parents Westby-Gibson (1975:57) says,

“whether or not they want to be, whether or not they are ready to be, parents are the first socialising agents in the life of the child. Home is the child's first school. Here with his parents as instructors, he is to learn the lesson that are to guide him throughout life, lessons of respect, obedience and self-control. Upon all parents there rest the obligation of living physical mental and spiritual instructions. It should be the object of every parent to secure to his child a well balanced symmetrical character”.

The education that the child receives at home has got a long lasting influence in his or her personality. Musgrove as cited by Morris (1972:169) emphasises that, the claims which schools make concerning their impact upon children's character are probably both extravagant and unfounded. The real prime and lasting influence is in the home and if there is deprivation here - that is, material, mental or spiritual, there will be some form of deprivation in the child's personality.

However, the mother is usually regarded as the most influential parent in the life of a young child. Without looking at roles of the mother and father the role of both parents has not remained static in this changing world, they are dynamic. Some believe that it has changed for the worst, others believe that it has changed for the best. For example, in the traditional family at the turn of the century, role expectations were very clear. The father was regarded as a figure who knows best, he was defined as a boss of the household 'though he may not have lived up to his expectations.

The mother and children alike looked to him for guidance and direction in the family matters. But today family functions have been subject to much change – the father is no longer regarded as the person who knows best. More and more he is likely to be participating in the family on an equalitarian basis, even to the extent of sharing household chores (University of Fort Hare, Pamphlet: The Teacher 1990:6).



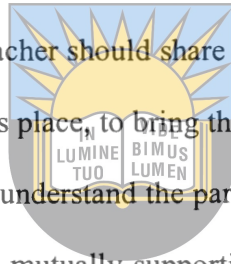
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With all the changes, the family as a social institution is important and learning in the family is only one facet of his social development. However, many other learning processes occur outside the family experience. As he goes forth to new experiences among peers, with teachers and other adults he will be learning more of the values and behaviours that are accepted in his society. (University of Fort Hare, Pamphlet: The Teacher 1990:6).

### 2.6.2.2 THE TEACHER-PARENT RELATIONSHIP

The teacher-parent contact is important, the teacher has to build upon the foundation laid by parents and teachers play major role. Since the school is intending to share more and more in the functions of the family, it becomes more necessary to provide frequent opportunities for contact between parents and teachers. The child is so to speak sandwiched between parents and teachers.

If the teacher really wants to involve parents in the education of their children, Grand & Gold (1973:155) suggest that, the teacher should share the classroom experience with the parents, to inform them of what takes place, to bring them into the classroom so that they can see how the goal is achieved, to understand the part they can play in the education of their children, to work together in a mutually supporting efforts, to solve any problems that arise.



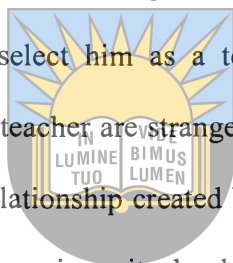
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Parents therefore can be active partners if they feel they are wanted, if they feel that they can speak freely to the teacher without being judged, if they feel that a teacher values what they say, if indeed they feel that the teacher welcomes their questions, their visits and help. Grand & Gold (1973:162) also suggest that, parents can be contacted through different ways - that is, through newsletter, casual contacts (although there is little time for long conversation), through individual conferences, group meetings and classroom visits.

### 2.6.3 THE LEARNER

Although the child wants to mature, he cannot become an adult by his own efforts. He needs the support of an adult who will take responsibility for his development to adulthood. He cannot realise his potential if his need for adult support is not met. In this regard Vrey (1979:205) argues that, every normal healthy child therefore, has this need and willingness to enter into a relationship with a supportive adult.

Moreover, the teacher has to form the relationship with a group of learners whom he did not choose to teach nor did they select him as a teacher. At the beginning of the acquaintanceship, the pupils and the teacher are strangers to one another who have come together for business reasons. The relationship created between the teacher and the pupil should not last inside the school premises, it should proceed to the outside school situation as both are members of the community (McLendon 1966:53).



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The teacher must initiate the relationship, by steering pedagogical fellowship into pedagogical encounter, before assent or intervention become possible. The encounter takes place in terms of the subject matter as a part of the cultural heritage to be imparted. Before the teaching can take place, the teacher and the learner must meet on a personal level.

In the learning situation the teacher is expected to know his subject and to be the acknowledged superior to his pupils in this respect. Nevertheless, he must be prepared to face the fact that some of his learners will be potentially or actually clever than he is and any teacher should be willing to admit when he makes a mistake. (Vrey 1979:205).

In this way, the good atmosphere and strong relationship is created between the teacher and learners.

### **2.6.3.1 THE TEACHER AS A CHARACTER TRAINER**

Buber as cited by Carron (1972:205) states that, personality is something which in its growth remain essentially outside the influence of the educator, but to assist in the moulding of character is his greatest task. Personality is a completion, only the character is a task. One may cultivate and enhance personality, but in education one can and one must aim at character.



The role of a teacher as a character trainer brings out the functions of a teacher as a counsellor or advisor. For instance, if the learner is lacking interest or is unwilling to make the effort to learn, the first concern of the teacher is to find the reason and to remove the obstacles to learning. Moreover, there is indeed a therapeutic aspect to school education which is growing in importance as people understand more about the roots of both deligent and normal behaviour. The teacher's understanding and insight into the growth of personality and his grasp of the principles of mental health are essential to his new approach (University of Fort Hare 1990:5).

### **2.6.4 COMMUNITY**

In the sphere of education, the community plays a tremendous role as it educates, supply the schools with resources that facilitate the education process. Its power structure has a direct bearing on education and has a measure of control in the administrators of the school it supports.

Hart (1967:62), an educational philosopher who made an intensive study of community as an agency of education, shows in specific terms what it is about the community that educates, what association, activities and experiences are provided by the normal process of community. Hart's findings shows that, there are many and different types of community experiences and the use of community resources has important value. Children, young people and adults alike are continually being educated one way or another by their contacts with objects, materials and events in their environment.

In the light of all the above expositions, one can realise that it is a responsibility of everybody to participate in the education process. Moreover, there should be a strong link between formal and informal education. Without being separated, both kinds of education are important in developing the child. For instance, parents build the basics for the child's education and the parents role in the child's education is more important than ever. This is informal education, but those basics are linked to formal education which takes place at school. It is therefore the duty of the parent, the teacher and the community to help the child to develop as fully as possible all aspects of their potential.

## **2.7 VALUE EDUCATION INITIATIVE**

### **2.7.1 EDUCATION REPORT ON VALUES, EDUCATION AND DEMOCRACY**

The promotion of values is important and required to such an extend that, the Minister of Education, requested in February 2000 the formation of a working group on values in education. He has given priority to issues concerned values in schools. After a process of research and debate, the Department of Education presented the formal report of findings and recommendations on Values, Education and Democracy.

This report was presented as starting point in what ought to become a national debate on the appropriate values South Africa ought to embrace in its primary and secondary educational institutions.

It has implications too for the shaping more broadly of the quality of national character to which we as people in a democracy wish to aspire (National Department of Education 2000:01) There was an argument about the promotion of values of equity, tolerance, multilingualism, openness, accountability and social honour at schools. This promotion of such values has been regarded as important not only for the sake of personal development but also for the evolution of a South African national character. They are regarded as the moral aspirations, which South Africans should regard as desirable.



Moreover, the choice of values is framed by three considerations of educational philosophy. Firstly, it is to develop the intellectual abilities and critical faculties of learners in our schools. Secondly, the approach is to include the rich variety and diversity in culture, language and more South African citizenry. Thirdly, it should equip learners with the skills to deal with the many challenges on the cycle of life (National Department of Education 2000:2).

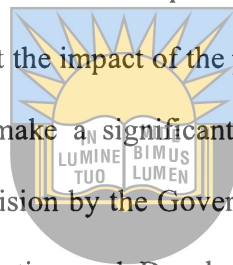
An education system of values allows the talent of the nation's youth in all its diversity to thrive and flourish. In a democratic, public education is one of the major vehicle by which the values of a people are acquired by the children and young adults who make up our tomorrow's adults and leaders

The active promotion of these values by the schooling system and the possession of them by young adults would be appreciated (National Department of Education 2000:2).

## **2.7.2 OTHER INITIATIVES**

### **2.7.2.1 KWAZULU-NATAL PEACE INITIATIVE**

Political conflict during the 1980s and early 1990s had a devastating effect on many communities in KwaZulu-Natal. Thousands of people lost their lives in the conflicts that turned for a number of reasons. This conflict was perceived as being primarily fueled by political competition. Concerns about the impact of the protracted conflict in the province and a recognition of the need to make a significant intervention in order to ensure political stability, resulted in the decision by the Government of National Unity to make funds available from the Reconstruction and Development Programme (RDP) or the KwaZulu-Natal Initiative.



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An amount of R200 million then was allocated from the RDP Funds for this purpose (Olivier 2000:1).

The overall objective of the initiative was to make a sustainable intervention towards peace building in the KwaZulu-Natal province. Phase I of the project provides a tangible recognition to communities who have made significant contribution towards establishing peace in their area. Phase II of the project aims to make a long-term investments in the people of the province through the development and implementation of a peace education curriculum. In order to ensure that the peace education curriculum is both relevant and practically implementable, the management team of the Peace Initiative initiated an extensive consultative process with NGO's, academics and community representatives.

This process identified six key themes on which the curriculum should focus. They are democracy, diversity training, human rights, conflict management, life skills and ubuntu (Olivier 2000:1).

Ubuntu which is the important philosophy for promoting diversity in nations. Central to Ubuntu is the treatment of people with respect and human dignity. This means respecting human life and the creation of a climate of peace and harmony. In KwaZulu-Natal, the decline of Ubuntu values has been symbolised by the violence which has racked this province. This basic value of respect for human life has been lost as many thousands of people died during the political struggle (Olivier, 2000:1).



The values of Ubuntu therefore, has been promoted, namely, respect, tolerance, dignity, compassion, honesty, unity, concerns for others. Without the incorporation of the values of Ubuntu in our daily living, there is little purpose in having a Constitution with a Bill of Rights since there will be a synergy between these 'paper rights' and the inner values of people. It is by emphasising the importance of these Ubuntu values that the building blocks of democracy will also be strengthened (Olivier 2000:1).

The following aspects which are highlighted in the module of Ubuntu indicate that Ubuntu is a way of life: Ubuntu plays a role in upholding the moral fabric and peace in society. Everyone has potential for Ubuntu because it is a Godly way of life, it is inside each one of us and it brings about empowerment and raises social consciousness. Ubuntu generally provides the framework for the maintenance of peace and democracy.

People have lost Ubuntu, which is the foundation for respect for human dignity and life as illustrated by acts of violence such as child abuse, rape, necklacing and stabbing people to death. It serves as a social control mechanism.

The reason being that people are constantly reminded that some things are just done because they are socially unacceptable. Ubuntu is the foundation of a morally healthy society (Olivier 2000:1).

### **2.7.2.3 IMBEWU PROJECT**

The other initiative is the Imbewu project which started in 1999. Some schools were identified by the provincial government to start the project funded by British government.

The Eastern Cape was amongst the provinces chosen to start the project. This project was about restoring the culture of learning in schools. It aims at putting an end to pupils leaving schools as early as 9 am and ending up roaming around the townships. Teachers would also be encouraged to put more efforts into their work, parents and community asked to participate fully in the school activities. What was needed was a consolidation of all the components : pupils, teachers, parents, the community and government (Daily Dispatch 1999:3).

The aims of the project highlights that the investigation was done before the project was conducted. The results show that learners were unruly, for the very fact that they were out of school as early as 9 am. The ignorance of learners indicate that they are not responsible, they have no respect and discipline. It can also be assumed that they do not know what is right or wrong.

## 2.7 CONCLUSION

The review of the literature has highlighted salient points that are relevant to this study.

The literature review has also revealed some gaps which this study strives to fill. The following chapter discusses research methods, data collection procedures, data analysis as well as limitations of the study.



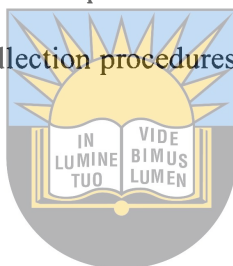
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## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

As indicated in chapter one, the purpose and objectives of the present research demand a careful selection of a variety of research methods and procedures for the generation of data essential for addressing key research questions underpinning the study. This chapter discusses research methods, data collection procedures, delimitation of the study, as well as data analysis.



#### 3.2 RESEARCH METHODS

##### 3.2.1 THE QUANTITATIVE RESEARCH PARADIGM

The study is conceived within the quantitative paradigm. In this study, the use of the quantitative approach was appropriate despite the necessity also of the qualitative approach. This was done in order to combine the utility of insights and perspectives made possible by quantitative approach with essential qualitative approach pertinent to a study of this nature.

Although the quantitative approach is dominating in the present study, the use of the qualitative approach was necessary as it seeks to discern and 'understand' the perspectives, attitude and behaviour of the people involved in the education system.

Hence the key issues, challenges and process facing education were studied from the perspectives of teachers, educationists, learners, parents, and key persons involved in the South African education system. In this regard, Hysamen (1994:19) argues that, qualitative approach is the appropriate method for addressing the research and associated issues.

### **3.2.2 RESEARCH DESIGN**

#### **3.2.2.1 ACCESS TO THE SETTING AND RESPONDENTS**

Personal and telephonic appointments for interviews were made with the Directorate of Education and Training, two Alice district managers which cover Alice and Fort Beaufort areas. The appointments were also made with the principals and learners from the selected schools, as well as parents or members of the governing bodies. Personal visits were made by the researchers to the selected schools to conduct observation. Questionnaires were distributed to the informants from the Directorate of Education and Training, two Alice district managers, principals, teachers and parents, of which they were collected by the researchers after completion.

#### **3.2.2.2 SAMPLING**

Gay (1981:85) defines sampling as a process of selecting a number of individuals for a study in such a way that the individuals represent the group from which they are selected. The individuals selected comprise a sample and the larger group is referred to as a population.

The purpose of sampling as given by Gay (1981:85) is to gain information about a population. The drawing of a small sample from a large target population has an advantage in that it saves time and expenses of studying the entire population.

In connection with the above, Borg & Gall (1981:224) state that, if the research is done properly the researcher can reach conclusion about the entire target population that are likely to be correct within a small margin of error by studying a relatively small sample.

Purposive sampling which is regarded by Hysamen (1994:44) as the most important kind of non-probability sampling, was used to identify the following informants:

- The Directorate of Education and Training in the Eastern Cape province
- Two district managers of Alice district
- Principals/deputy principals and learners of the selected schools
- Members of the school governing bodies

Snowball sampling was also used to identify the following:

- Parents who were not the members of the school governing bodies
- Some teachers from schools who were neither principals nor deputy principals

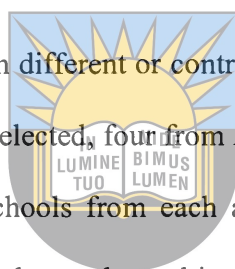
#### **(i) Selection of schools**

The researcher made an appointment to visit the Alice district managers to seek relevant information about schools, learners, educators/teachers and school situation in general.

Alice district encompassed seven circuits of which Alice and Fort Beaufort were amongst them.

The researcher then requested the list of all schools in the Alice and Fort Beaufort circuit, that is, primary and secondary schools. Using the information obtained from the district managers, the researcher was able to make a selection. As indicated in chapter one, the Alice circuit was categorised into two circuits, that is, circuit 1 and circuit 2. Circuit 1 have 43 schools and circuit 2 have 45 schools, which means they were 89 in total, 22 secondary schools and 67 primary schools. The Fort Beaufort circuit have 49 schools, 36 primary schools and 13 secondary schools.

The researcher selected schools with different or contrasting profiles from both rural and urban settings. Eight schools were selected, four from Alice and four from Fort Beaufort, two primary and two secondary schools from each area. Among the schools selected there were schools with good and bad records, multi-racial schools, boarding schools and schools where learners are walking a long distance from homes to schools.



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### **(ii) The Directorate of Education and Training in the Eastern Cape province**

Three officials in policy and decision-making positions were identified. The structured, in-depth interviews which are regarded as the most useful interview protocol were conducted with the three informants. The purpose was to obtain in-depth information relevant to the study.

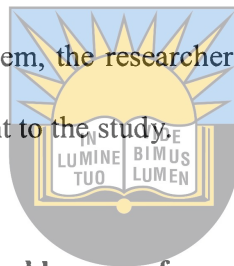
The first interviewee was the Director of Human Resources in Education. Attempts to interview the deputy to the MEC of Education and Training failed because he was extremely busy during the time of research. Instead, arrangements were made to interview the Director of Education Development, Support and Subject Advisor.

The Chief Director of Education (Planning & Research) who was also an interviewee, was involved in the formulation of the Curriculum 2005 which is the new curriculum for the twenty first century.

**(iii) Two Alice district managers (Alice and Fort Beaufort circuits)**

Alice district managers were interviewed in their offices at Alice. As already stated above, before interviews the researcher made appointments to visit them to seek a relevant information about schools, learners, educators/teachers and schools in general.

After a formal conversation with them, the researcher was able to make a selection and she obtained the information relevant to the study.



**(iv) Principals/deputy principals and learners from the selected schools**

The same procedure of making appointments was done. The principals and learners were visited in schools. The researcher requested the principals with the assistance of teachers to select the learners for interviews. They were asked to select learners from different levels or grades. The learners were interviewed on the same day as principals. Apart from the interviewed principals some teachers of the schools were given questionnaires to fill in and were collected after completion.

**(v) Parents and members of the school governing bodies**

The researcher requested the principals to give her the list of schools governing bodies for each schools visited. With the assistance of learners and teachers the researcher was able to make appointments with some members. The researcher visited them in their homes and at work.

Apart from parents who were members of the school governing bodies, the researcher interviewed some parents from the community. The learners and members of the schools governing bodies assisted the researcher in identifying some parents from the community who could help with the required information. The same procedure of making appointments was followed and they were visited and interviewed in their homes and at work.

### **3.3. DATA COLLECTION PROCEDURES**

Data collection procedures in research involved the setting of boundaries for research. It is already mentioned in chapter one that, Alice and Fort Beaufort areas form the study site for the research. Information in this research has been collected through literature review, non-participant observation and administering of questionnaire.



#### **3.3.1 LITERATURE REVIEW**

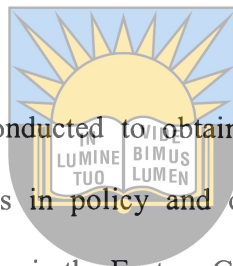
Relevant literature was collected and reviewed. This helped in expanding the researcher's insight into several issues, which became the focal areas for both quantitative and qualitative research data collection. The reviewed literature include books, journals, articles from news papers and magazines. Additional information came from government reports and the internet.

### **3.3.2 QUALITATIVE PROCEDURES**

Qualitative procedures were used for obtaining data pertaining to people's attitudes towards school based education, the effects of socio-economic status in education, the place of value-based education in the curriculum 2005 and the ethical foundations in the proposed curriculum 2005. This approach was considered the most appropriate for eliciting the opinions of certain individuals who might be regarded as experts in specific issues or in the education system.

#### **3.3.2.1 INTERVIEWS**

The structured interviews were conducted to obtain relevant information from the respondents, that is, three officials in policy and decision making positions in the Directorate of Education and Training in the Eastern Cape, two district managers of Alice district, educators especially principals of the selected schools. The first interview was at Bisho with the Director of Human Resources in Education. Intensive interviews were conducted with a small sample of respondents representing learners and parents, especially members of the schools governing bodies, to obtain information relevant to the study. All the information collected through interviews was written down in a note book and also in a guiding questionnaire which was prepared by the researcher before the interviews.



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### 3.3.2.2 NON-PARTICIPANT OBSERVATION

Non-participant observation was employed to undertake a study of selected schools. This involved personal visits and observation. This kind of approach was employed involving eight schools with contrasting profiles from both rural setting and urban environments in the Alice and Fort Beaufort areas. This has been regarded as essential as environment has an influence on the educational system in any community.

### 3.3.3 QUANTITATIVE PROCEDURE

#### 3.3.3.1 QUESTIONNAIRE

Questionnaire was used to facilitate the collection of quantitative data. The questionnaire used was dominated by closed-ended questions. It was a structured one and the important point is that, in this kind of questionnaire, questions are stated in advance, not constructed during the interview. Young (1956:177) points out that, the structured questionnaires are used in a wide range of projects, both to initiate a formal inquiry and also to supplement and check accumulated data.

Before the questionnaire was administered, the pretesting was conducted using five respondents. This was done to determine the validity and reliability of the instrument. It also helped to eliminate any ambiguities in the phrasing or choice of questions (Behr 1983:152). Borg & Gall (1881:101) point out that, the pretesting of the questionnaire attempts to determine whether questionnaire items meet the desired qualities of measurement and descriptibility.

They further argue that, it provides the researcher with ideas, approaches and clues not foreseen prior to pretesting. Such ideas and clues greatly increase the chances of obtaining clear and reliable findings in the main study.

After the pretesting, the questionnaires were directly administered to elicit information from the teachers and principals of the schools, especially principals of the selected schools, parents, district managers and the Directorate of Education and Training in the Eastern Cape.

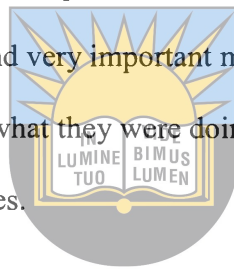
Sixty questionnaires were delivered to the respondents and only fifty two (87%) were received. Mail survey were not used because they are typically susceptible to low response rate, normally between 10 % and 15 % (Schreuder, in Bennet 1995:234). Apart from sixty respondents who were given questionnaires there were also 20 respondents who included some parents and learners who were not given questionnaires. That means that in total there were 80 informants that participated in the research.

### **3.4 DELIMITATIONS OF THE STUDY**

It is the nature of research to have problems, in fact, it is not possible to conduct research without encountering any problems. In this present study therefore, two main delimitations were experienced.

The first delimitation was the problem of access to respondents. Some appointments to conduct interviews had to be postponed or cancelled because of the absence or non-availability of the people concerned. Sometimes the person concerned left the office or the place of interview before the interview took place.

For instance, the arrangements to interview two officials in their offices at Bisho were made. On the day of the interview the researcher was in their offices at the time of appointment. But the researcher was requested to make an appointment again because they were busy and they had to attend very important meetings. Sometimes the researcher was told to wait until they finished what they were doing. This caused unnecessary delay, frustration and expense in many cases.



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The other delimitation was the local dearth of literature relevant to the study. This was overcome by obtaining relevant literature through different ways as stated in 3.3.1

### **3.5 CONCLUSION**

The main findings of the research, based on the results will be described in the next chapter. Moreover, the use of variety of methods for data collection facilitated the generation of data of reasonable quantity and quality to enhance the integrity of the data and the research findings, which are presented in chapter four.

## CHAPTER FOUR

### STATEMENT, ANALYSIS AND INTERPRETATION OF THE RESULTS

#### 4.1 INTRODUCTION

This chapter is devoted to the statement, analysis and interpretation of the results of the study. In order to simplify the analysis of the results and also to assist the researcher in drawing accountable and meaningful conclusions, it was decided to rearrange the questions on the basis of certain themes and factors



#### 4.2 DATA ANALYSIS

After the researcher had collected the data, the findings collected through the questionnaires, interviews, non-participant observation were used for presentation and discussion of the data.

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##### 4.2.1 QUESTIONNAIRE RESULTS

The questionnaires were sorted manually. All answers from them were categorised to establish any distinct patterns. Frequencies were added up and converted to percentages using the calculator.

##### 4.2.2 INTERVIEWS AND NON-PARTICIPANT OBSERVATION

Non-participant observation and interview results were analysed by the researcher, discussed and interpreted simultaneously with the questionnaire results.

### 4.2.3 LITERATURE REVIEW

Literature review helped in supporting the data and information collected through the above-mentioned procedures. It helped in expanding the researcher's insight into several issues which became the focal areas for data collection procedures.

### 4.3 INTERPRETATION OF THE RESULTS

The questionnaire, which was delivered to the respondents was subdivided into three sections, comprising twenty questions. Section A covers personal particulars and is titled personal data while section B and section C deal with the respondents views on education. Sixty questionnaires were delivered to the respondents and only fifty two (87%) were received. The number of the test population (52) has been listed in the summary of the results and in each case has been reduced to percentages. It is already stated in chapter three that, apart from sixty respondents who were given questionnaires there were also 20 respondents who included some parents and learners who were not given questionnaires. That means that in total there were 80 informants that participated in the research.

#### 4.3.1 PERSONAL DETAILS

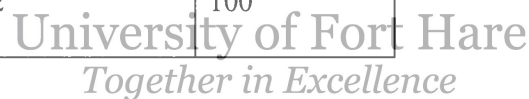
**Table 1: Gender Balance**

Gender	Frequency	Percentage
Males	29	55.8
Females	23	44.2
TOTAL	52	100

The results on the gender balance indicate more males (55.8%) than females (44.2%) respondents. This shows that in the Eastern Cape province, most inspectors, principals of the schools, directors of education, members of the school governing bodies are males.

**Table 2: Marital Status**

Status	Frequency	Percentage
Married	16	30.8
Single	14	26.9
Divorcee	10	19.2
Separated	4	7.7
Widow/er	8	15.4
TOTAL	52	100



The results on marital status show that, 30.8 % of the respondents are married while 26.9 % are single, 19.2 % divorcees, 15.4% widows and widowers and 7.7 % separated.

These results indicate that, 69.2 % of the respondents do not have spouses.

According to the interview results, many respondents confirm that it is not easy to raise a child as a single parent or alone, especially if they are more than one. The reasons stated are: Now that they do not have spouse or partners, they are fully responsible for everything, so they do not have much time to spend on children’s priorities including educating them. In other words they become overburdened.

Other respondents said that, they do not know that it is important to work hand in hand with teachers as both parents and teachers have a responsibility of developing a child as a whole. Such parents regard the school as the only way of educating the child. They rely so much to the educators, they do not understand the fact that, the education that the child receives at home has a long lasting influence in his or her personality.

The above reasons show that, single parenting affect the child. The child does not get full support. It is therefore true that, the home is still the most powerful single factor in education. Where the home has broken down, the education has largely broken down (University of Fort Hare 1990:02).



**Table 3: Occupation**

Occupation	Frequency	Percentage
Nurse	3	5.8
Teacher/Lecturer	17	32.7
Inspector of schools/policy maker	5	9.6
Minister of Religion	3	5.8
Clerk	4	7.7
Chief	2	3.8
Doctor/ Lawyer	2	3.8
Unemployed	8	15.4
Self-employed	4	7.7
Other	4	7.7
TOTAL	52	100

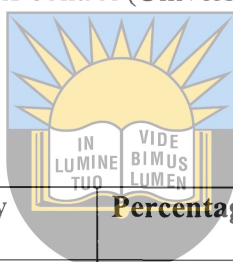
The results in table 3 show that 32.7 % of the respondents are teachers and lecturers. 15.4 % are unemployed. 9.6 % of them are inspectors of schools and policy makers. This is followed by 7.7 % for three classifications, clerks, self-employed and other. The interview results show that, among those self-employed others are getting little income, as a result they are job hunters who regard themselves as unemployed.

Moreover, for other which obtained 7.7 %, two of them are also unemployed. 76.9 % of the respondents are employed and 23.1 % are unemployed. The interview results indicate that both statuses do affect the education. Firstly, it is generally known that, once someone becomes unemployed she/he is unable to earn the living. In this case the researcher has decided to use an example to expose the effect. For example, if parents are not employed the child may not have full uniform or what ever is required in school and that affects the child and the parents too. Poverty may lead to mischief, like stealing, vandalism, etc. The child may bunk classes to go and strive for surviving. On top of that the parents at home may be unable to participate or fully involve themselves in the education of their children because of frustration due to unemployment. Unemployment therefore which leads to poverty and frustration creates problems in schools and in the education system as the whole.

Secondly, some of the respondents (parents) that are employed are also complaining that, they come from work tired, they are working far from where they are staying, so they do not have enough time to spend on children's needs including educating them.

They are not even updated or aware about children’s progress at school. Others work far from their homes and in such cases children usually stay with relatives or domestic workers.

In this way children miss the very important phase of being educated at home by parents or other adult people. Home is regarded as the child’s first school. The parents are instructors, who teach the child lessons that are to guide him throughout life, lessons of respect, discipline, obedience and self-control (University of Fort Hare 1990:05).



**Table 4: Number of Children**

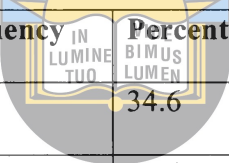
No. of Children	Frequency	Percentage
0	3	5.8
1-2	12	23.1
3-4	12	23.1
4-5	15	28.8
6 or more	10	19.2
TOTAL	52	100

28.8 % of the respondents have four to five children. Both respondents who have one to two children and those with three to four children comprised 23.1%. There were few respondents who did not have dependants or children (5.8%). This shows that most respondents have to be responsible. They should consider the fact that their children need a proper guidance from them in order to be of good character and have a good performance at school.

This is supported by White (1952:276) when he says “upon fathers as well as mothers rests a responsibility for the child’s earlier as well as its later education, and for both parents the demand for careful and thorough preparation is most urgent”.

The above results highlights that, once you get many children or dependants you become less responsible. So the more children you have, the more you become ignorant. This lead to lack of guidance which resulted to a child being undisciplined, showing disrespect, etc.

**Table 5: Home Environments**



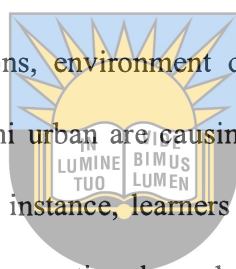
Home environment	Frequency	Percentage
Urban	18	34.6
Semi-urban	8	15.4
Rural	26	50
TOTAL	52	100

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As far as residence is concerned, 50 % of the respondents stay in rural areas, 34.6% stay in urban areas and the rest (15.4%) stay in semi-urban areas. The highest percentage of the respondents staying in rural areas is caused by the fact that the study site is rural in its nature with few urban and semi-urban areas.

The observation and interview results show that learners from rural areas walk long distances from their homes to school. This movement changes their behaviours because on the way they influence each other and sometimes get into fights. The child then become violent, unruly and lack discipline. Secondly, in some rural areas there are no health facilities, electricity and computers. On the other hand, learners from urban areas become exposed to many facilities such as television, movies, selling of drugs and night clubs.

In relation to the above expositions, environment do affect education and learning. Learners from urban, rural and semi urban are causing problems in schools because of exposure they are engaged on. For instance, learners form urban areas do not come in time in schools, they come late and sometime leave before time. They usually disappear in the nearby houses to smoke dagga and take other type of drugs.



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#### 4.3.2 OPINIONS ON EDUCATION

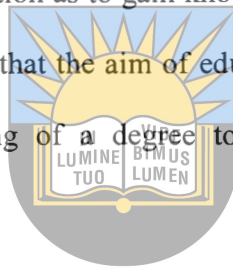
Opinions of respondents were sought on factors that impacted on the aim and value of education and if current education system was adequate in the achievement of the factors in question.

**Table 6: Aims of Education**

Aims	Frequency	Percentage
To adapt a child to society	20	38.5
To gain knowledge and self-preservation	18	34.6
To gain social status	2	3.8

To be a good citizen	9	17.3
To gain a degree	1	1.9
To attain the highest academic qualification	2	3.8
TOTAL	52	100

According to table three, the majority of the respondents (38.5%) considered the adaptation of a child to society as the highest aim of education. Eighteen respondents (34.6 %) regarded the aim of education as to gain knowledge and self-preservation while 17.3 % of the respondents thought that the aim of education is to be a good citizen. No respondents considered the gaining of a degree to be among the highest aims of education.



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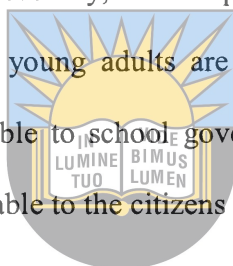
The above results indicate that education aims at developing a good citizen who is knowledgeable about himself/herself and his country. Such citizen can be able to bring about self-discipline. Therefore a child who is brought up that way can be a good investment to the country (Bedley 1999:19).

**Table 7: Attitudes towards education**

Values	Frequency	Percentages
It will make one to gain knowledge	19	36.5
It will make one a responsible adult	13	25.1
It will prepare one for a profession	15	28.8
It will prepare one for a good status in society	4	7.7
Any other(specify)	1	1.9
TOTAL	52	100

The majority of the respondents (36.5 %), valued education in terms of the knowledge one gains from an education system. 28.8 % thought that the value of education is to make a responsible adult while fifteen respondents (25.1 %) saw education as preparing one for a profession. This highlights that gaining knowledge is the most important value, in this regard Cilliers (1975:22) argues that, education is a human activity which is norm-centred and involves the bringing about of an attitude based on knowledge and insight.

Moreover, being responsible is a necessity, thus responsibility is among the promoted values. For instance, children and young adults are the responsibility of parents and teachers, who in turn are accountable to school governing bodies and the educational authorities, who in turn are accountable to the citizens of the democratic society (Dept. of Education 2000:12).



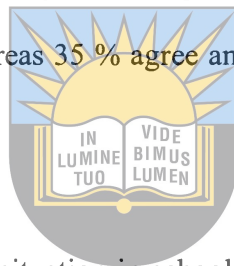
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**Table 8: Virtues upheld in Education System**

<b>Virtues</b>	<b>Stro.</b>	<b>%</b>	<b>Agr.</b>	<b>%</b>	<b>Str.</b>	<b>%</b>	<b>Agr.</b>	<b>%</b>	<b>Don't</b>	<b>%</b>	<b>N</b>
	<b>Agree</b>				<b>Disagr</b>				<b>know</b>		
Responsibility	14	27	19	36	5	10	3	6	11	21	100
Discipline	16	30	20	38	8	16	5	10	3	6	100
Cooperation	11	21	14	27	9	17	8	16	10	19	100
Respect	14	27	18	35	10	19	7	13	3	6	100
Initiative	14	27	25	48	5	10	1	2	7	13	100
Rights	22	42	23	44	2	4	1	2	4	8	100

The results in table five show that values such as responsibility, discipline, respect, initiative, rights are upheld in the South African education system. This is indicated by the results which show that fairly large percentages of the respondents strongly agree or agree with the manner in which those values are upheld in the education system.

For instance, 27 % strongly agree and 36 % agree with the view that responsibility is being practised in education system while 30 % strongly agree and 38 % agree that discipline is practised. 27 % of the respondents agree and 21 % strongly agree with the fact that cooperation is upheld whereas 35 % agree and 27 % strongly agree that respect is upheld in the education system.



Looking at those results and in the situation in schools or learning institutions, however, there seems to be a contradiction. If for instance, discipline and respect are upheld in the education system, why then are there many problems of which one is the common telling symptom that portray lack of discipline amongst the learners and sometimes amongst the educators?.

It is therefore clear that, the results do not reflect the true situation. This is perhaps caused by the fact that the majority of the interviewees and respondents were teachers, principals, administrators, policymakers, etc. These are the people who are supposed to uphold those virtues to see that they are practised. It is possible that they gave the researcher positive results or what they thought she should be given in order to impress her. In this case it may be assumed that, if the majority of parents were interviewed or were given questionnaires the results might have been different.

Parents are victims because of their children, so there is no way that they can give a false information while they are suffering and also need solution.

However, there are few schools around Alice and Fort Beaufort where research was conducted, which are exemplary. In terms of ratio it is 2:5, 2 for best or better schools and 5 for schools with bad records. This is supported by the non-participant observation done by the researcher. It was observed that in many schools few learners wear full uniform. Most of the learners interviewed by the researcher stated that they did not like wearing school uniform, they would like to wear it when they like.



The learners come very late and leave before time and in most instances they don't return to classes after school breaks. The teachers themselves are latecomers and sometimes leave before time. Guidance is not taught in many schools, the period is regarded as free period to make noise and move up and down the school grounds. It is therefore clear that most educators are not exemplary and are not accountable or dedicated as supposed to be.

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**Table 9 (i): Education System**

The respondents were asked to identify whether the present education system is adequate or is not to enable children to achieve the highest aim of education		
No	Freq. 32	61.5 %
Yes	Freq. 20	38.5 %
TOTAL	52	100

**Table 9 (ii): Reasons (if no)**

Reasons (if no)	Frequency	Percentage
Lack of facilities	6	11.5
It is too academic	1	1.9
It is not compatible with real life situations	14	26.9
It ends up within the four walls of the classroom	2	3.8
Teacher's incompetence	3	5.8
Other(specify) Huge social inequality combined with weak and unequal system	6	11.5
TOTAL	32	61.5

The majority of the respondents (61.5%) are totally dissatisfied with the present education system. They viewed it as not adequate to enable children to achieve the highest aim of education. On the other hand 38.5% have seen it as adequate enough. The reasons for both responses are stated in table number 6 (ii) and 6 (iii). The interviews done by the researcher also reflect the same picture, the majority of the respondents point out that, there are major issues facing the present education system. 26.9 % of the respondents viewed the education system as not compatible with real life situations. This is followed by 11.5 % for lack of facilities and for huge social inequalities combined with weak and unequal system. 5.8 % of the respondents see the teacher's incompetence as an obstacle to enable children to achieve the highest aim of education.

The above results indicate that, though since 1994 changes were made in the education system they are not adequate. Therefore, the present education system, which is regarded as a new system needs to be improved for the future of learners and children.

**Table 9 (iii): Reasons (if yes)**

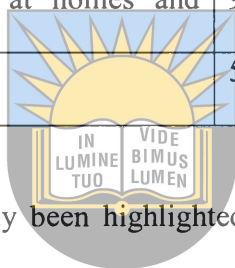
Reasons (if yes)	Frequency	Percentage
It is compatible with real life situations	7	13.5
It helps in moulding ones character	5	9.6
It helps one to get a job	3	5.8
It helps one to adapt to his/her society	4	7.7
It makes one to comprehend with ease	1	1.9
TOTAL	20	38.5

  
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Apart from the above expositions, 20 respondents recommended the present education system. They considered it as compatible with real life situations (13.5%). 9.6 % viewed the education system as helping in moulding ones character while 7.7 % see it as helping one to adapt to his/her society. 5.8 % viewed it as helping one to get job. This highlights the fact that, though others are dissatisfied with the education system to enable children to achieve the highest aims of education some are satisfied with the system.

**Table 10 (i): Problems in Schools**

Causes	Frequency	Percentage
Socio-economic, weak civil society and state system	12	23.1
Poverty and frustration	5	9.6
Family structures breakdown	4	7.7
Disintegration of the moral fiber	5	9.6
Lack of guidance from parents and teachers	17	32.7
Lack of discipline or ignorance at homes and schools	9	17.3
TOTAL	52	100

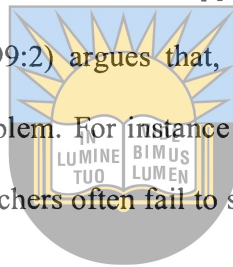


The problem in schools has already been highlighted in chapter one. In recent years, South Africa's education system has been buffeted and undermined by unprecedented levels of morally unacceptable conduct and behavior on the part of learners across the educational spectrum throughout the country. These include hostage taking, violent attacks on educators, teenage pregnancy, vandalism, class boycotts, bunking of classes, drunkenness, disobedience and various forms of indiscipline. Some educators have not been exemplary in their conduct.

The respondents were asked by the researcher to point out what they thought are the causes of such problems. The majority of the respondents (32.7%) thought that, there is a lack of guidance from parents and teachers. It is of course true that, all children need support and guidance from parents or adults. The child should be given guidance until he/she develops towards adulthood.

Thus a child as immature person, is influenced by a mature person through instructions, discipline, harmonious development, spiritual guidance. Education therefore can be viewed as essentially the accompaniment or rather the leading upwards, towards adulthood of a child by adults (University of Fort Hare, Pamphlet: The Teacher 1990:6).

17.3 % of the respondents considered the lack of discipline or ignorance at homes and schools as the cause of problems arising at schools while 23.1 % see the socio-economic, weak civil society and state system as a cause. In supporting the above view, the Minister of Education, (Daily Dispatch 1999:2) argues that, poor discipline among principals, teachers, and pupils is a major problem. For instance many schools fail to start on time and close early while pupils and teachers often fail to show up. This shows that educators are not dedicated or responsible.



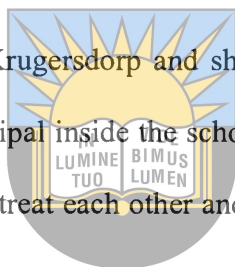
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Most of parents seem to fail to discipline their children, they don't consider the fact that "charity begins at home". The teacher laid upon the foundation laid by parents, thus the parent-teacher relationship is important. They have a common task to do: to develop a child as a whole of which discipline should be amongst ingredients of developing the child. (University of Fort Hare, Pamphlet: The Teacher 1990: 2).

In connection with the above, the report from Drum (1999:13) states that, "Every parent should be a watchdog at home, in the street and at the school" "Once you show interest in a child's development you increase his/her awareness". Thus in February 1997 the Culture of Learning Teaching and Service campaign was conducted.

It aimed at inducing a sense of professional responsibility among those educators who do not have a clue as to what their responsibilities are, and in urging learners to make disciplined use of their opportunity to study (City Press 1999:9).

The incidents that are happening in schools raise some questions - are schools becoming places of fear and loathing for both educators and learners?, why there is an abuse in a learning institutions?. The local press reported that, hardly a day passes that they do not hear report of violent incidents of one kind or another. For instance, in March 2000, a pupil walked into a classroom in Krugersdorp and shot dead a teacher. And again, car hijackers murdered the school principal inside the schoolyard. He then suggests that, "let us look at how we behave, how we treat each other and what we pass on to our children" (City Press 1999:1).



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**Table 10 (ii): Solutions**

Solutions	Frequency	Percentages
Economic development, equality and social justice	10	19.2
Parents and teachers must come together for solutions	7	13.5
Discipline learners to know what is right or wrong	9	17.3
Inculcating a sense of responsibility and ownership through workshop and seminars	6	11.5
Teachers must be good examples to learners and to the society at large	9	17.3
Restore moral fiber, promote togetherness, cultural an religious values	11	21.2
TOTAL	52	100

During interviews, the respondents were asked for solutions in trying to overcome the rising problems. 21.2 % suggest that if moral fiber can be restored, togetherness, cultural and religious values promoted, such problems can be solved or can not happen at all.

13.5 % of the respondents suggested that parents and teachers must come together for solutions while 15.4 % suggested that, learners should be disciplined to know what is right or wrong. 17.3 % were of the opinion if teachers can be examples to learners and to the society at large such problems can be solved.

Moreover, 19.2 % of the respondents suggested that, economic development, more equality and social justice can help. This suggests that although other people think that education is equal, the equality has not yet been implemented. And the poor economic development and social injustice affect the education system. Some attempts have been done to fight the inequality in the education system, but there is still widespread dissatisfaction. Most people would agree that education must be looked at as a part of the whole society. Osler (1994:1) argues that social justice is the value upon which development education should be based. So the education system in South Africa should be seen as part of the unequal social justice as a whole.

All the solutions stated above indicate that the already stated values such as cooperation, responsibility, respect and discipline should be promoted in schools or learning institutions. This is supported by Bheki Khumalo, an official from Department of Education (Daily Dispatch 1999:2) when he points out that, disciplinary actions should be taken against students who are misbehaving in schools or have shown disrespect.

He also suggests that, now that South Africans are facing crises in schools, parents, teachers, and other interested groups are urged to tackle the problems. In other words the interest groups should participate or share the responsibility of education with the state.

**Table 11: School Motto**

Motto	Frequency	Percentage
Allow the child to do wrong with the hope that he/she will suffer the consequences of his/her action	5	9.6
Leaving child absolute freedom	3	5.8
Showing a sense of love, respect, discipline	25	48.1
Showing and guiding learners to have a sense of responsibility	19	36.5
TOTAL	52	100

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With regard to a good school motto stated in table 7, the majority of the respondents (48.1 %) felt that showing a sense of love, respect, discipline is a disciplinary measure, which is essential for a good school motto. 36.5 % of the respondents considered showing and guiding learners to have a sense of responsibility as the most essential for a good school motto. The mottos, which obtained high percentages have been practiced in many schools and they have worked. Part of the learning experience involves an anticipation of the responsibilities of adulthood, including those of citizenship in a democracy.

**Table 12: Teacher's role in a teaching/learning situation**

Role	Frequency	Percentage
To help learners pass the examinations	2	3.8
To prepare children for social adaptation	7	13.5
To develop the child as a whole	34	65.4
To help the child to learn the culture of his people	9	17.3
TOTAL	52	100

The majority of the respondents emphasize that, the role of the teacher is to develop the child as a whole (65.4 %). This supports the fact that, teaching is the labour of love whose main reward is the development of a child as a whole. Only 3.8 % of the respondents viewed the teacher's most important role in the teaching and learning situation as helping pupils to pass examinations. So, though passing examinations means to proceed or to obtain the certificate which is considered as a passport towards securing jobs, the respondents knew that the important issue is to develop the child as a whole. Education therefore, has to be concerned with the positive formation of the growing child.

Furthermore, 17.3% of the respondents consider the role of the teacher in the teaching/learning situation as helping the child to learn the culture of his people. This shows that some people are concerned about culture to such an extent that educators should focus on that issue.

**Table 13 (i): Curriculum 2005**

The respondents were asked to mention whether the curriculum 2005 designed/ planned or is not to suit/cover every need for equality of education		
Yes	Freq. = 25	Percentage = 48.1
No	Freq. =27	Percentage =51.9
TOTAL	52	100

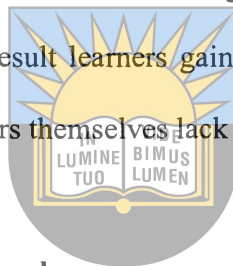
**Table 13 (ii) Reasons**

Reasons	Frequency	Percentage
Yes it is, but must be simplified to be of more use	4	7.7
The curriculum is suitable, the problem is the implementation	13	25
It is suitable for every type of learner preparing for his/her future	6	11.5
It clusters subjects together according to similarities	4	7.7
The learners can be creative and gain more skills.	8	15.4
Educators have not been adequately prepared	11	21.2
The whole curriculum is not yet available for judgement	4	7.7
Has no monitoring mechanisms built	2	3.8
TOTAL	52	100

The majority of the respondents 51.9% regarded the curriculum 2005 as not having been designed or planned to suit /cover every need for equality of education while 48.1 % recommend the curriculum. Among those who thought the curriculum was suitable 25% viewed the curriculum as quite suitable but thought that the problem is the implementation while 21.2 % thought that the educators had not been adequately prepared.

Thus the President, Thabo Mbeki was concerned about the education system, he asked the Minister of Education, whether the education system is on the road to the 21st century. In his response the minister explains that the implementation of the curriculum is not well thought out. (Daily Dispatch, 28 July 1999:1).

This shows that, although the curriculum 2005 was designed to uplift the South African education standards, there is a problem. For example, many schools in rural and poor areas have no facilities and South Africa's teaching force is not qualified to teach Outcomes Based Education. As a result learners gain no understanding of the subjects they are being taught because teachers themselves lack the understanding.

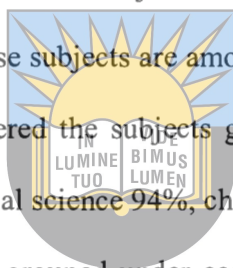


**Table 14 (i): Subjects chosen in schools**

Subjects	Frequencies	Percentages
English	50	96
Afrikaans	33	63
Xhosa	45	86
History	29	56
Geography	26	50
Physical Science	49	94
Chemistry	36	69
Mathematics	51	98
Art & Craft	47	90
Homecraft	19	86
Typing	24	46
Music	17	93
Agricultural Science	21	40

Accounting	44	85
Business Economics	39	75
Computer Science	50	96
Ethics & Values	11	21
Religious Education	39	75
Economics	41	79
Guidance	37	71

The respondents were asked to choose 6 subjects among those listed in table 14 (i), which they think are important. These subjects are amongst those offered in schools. The majority of the respondents considered the subjects grouped under natural sciences as more important. For instance, physical science 94%, chemistry 69%, mathematics, 98 %. This is followed by subjects grouped under economic and management sciences such as economics 96%, accounting 85%, etc. Among the languages listed (English, Xhosa, and Afrikaans) English obtained the highest percentage (96%).



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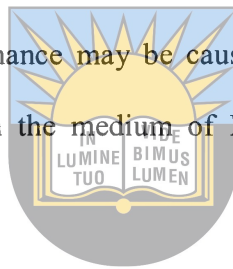
The respondents were also asked to state reasons for the subjects they have chosen. The following reasons were given for various choices

**Table 14 (ii): Reasons**

Reasons	Frequency	Percentage
They are too easy to understand	2	3.8
They will help one to get a job	20	38.5
They will give one an academic prestige	9	17.3
They will make the most impact in a child's success and well being in the society	11	21.2
They promote the culture of learning	4	7.7
(Other)Good citizens and they give foundation for life long learning	6	11.5
TOTAL	52	100

38.5 % of the respondents viewed the subjects they have chosen as the ones that will make their children to get jobs, while 21.2% considered the subjects they have chosen as to make the most impact in a child's success and well being in the society. 17.3 % see the subjects as those that will give one an academic prestige.

Other reasons and percentages are also stated in table eleven above. The results reflect that English is highly recommended and recognized even more than the local language or home language of the province Xhosa which obtained 86%. This shows that English is the dominating language. Its dominance may be caused by the fact that 70 % of the curriculum is being taught through the medium of English and the rest through the medium of home languages.



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According to Bloch & Alexander (1999:1) if you are unable to write, read and speak languages of power in your country you will not get a well paying job, you will remain marginalized in the society. This is the main reason why many parents here in South Africa want their children to know English well. Some also want them to write, read and speak Afrikaans well because they feel it will make it possible for them to get good jobs. It is quite clear that the subjects chosen are those that will make one to get a job. As a result the above fact has obtained 38.5 % which is the highest, followed by 21.2 % for, they will make the most impact on a child's success and well-being in the society.

On the other hand, ethics and values obtained 21%, which is the lowest percentage. This indicates that, although ethics and values are important in education, there is no need to teach the subject because "all schools whether public or independent, teach values.

None is value free or value neutral. Schools transmit a whole range of values and beliefs to students through educational context as well as teacher's attitudes and overall environment" (Solomoson & Miller 2000:1).

What is needed then, is the adequate recognition to the primacy of values (moral values in particular) in the new education system. Hydon (1993:1) has shown the need for the recognition of moral values, he states that moral values are seen as binding society together, preventing the dissolution which might come through individuals, pursuing only their own interests or pleasures and disregarding the interests or rights of others. But the acknowledgement of values and adherence to them in action are depicted as being in a state of decline.



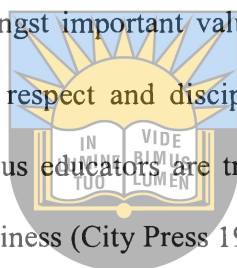
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**Table 15: Values, Ethics, Freedom and Authority**

Facts	Str. Agr	%	Agr	%	Disagr.	%	Str. Agr.	%	D'not Know	%
One can know life by directly participating in activities of this world	17	33	22	42	4	8	2	4	7	13
Discipline and respect are amongst important values	21	50	26	40	0	0	0	0	5	10
Ethics is applicable to the real world	11	21	14	27	9	17	0	0	18	35
Ethics is important in human life and is the concern of everybody	11	21	13	25	8	15	4	8	16	31
Ethics and human nature are inseparable	10	20	12	23	7	13	4	8	19	36
The new education orientation in S.A. need to be governed by high moral standards	12	23	21	41	7	13	4	8	8	15
Parents have a great responsibility in education of their children	27	51	15	29	6	12	1	2	3	6
The teacher-parent relationship is very important	26	50	19	36	2	4	0	0	5	10
The education that the child received at home has got a long lasting influence in his/her personality	9	17	13	25	14	27	5	10	11	21
The presence of ethics/values in the education system can make a tremendous change and bring progress in schools	11	21	21	40	12	23	1	2	8	15

Both formal and informal education are important	9	17	14	27	13	25	6	11	10	20
Corporal punishment is the way of ensuring discipline	21	40	14	27	11	21	3	6	3	6
The new and old disciplinary measures which deemed outdated can help in solving the serious problems that arise in schools/learning institutions	9	17	13	25	6	12	1	2	23	44

As already stated in chapter one that, concepts such as responsibility, empathy, cooperation, compassion, respect, discipline and rights are reflected in the human character in the form of virtues, 50 % of the respondents strongly agree while 40 % agree that discipline and respect are amongst important values. The fact that no respondents strongly disagree or disagree with respect and discipline, indicates that many people recommend these two concepts. Thus educators are trying to administer discipline and respect in their schools against unruliness (City Press 1999:1).



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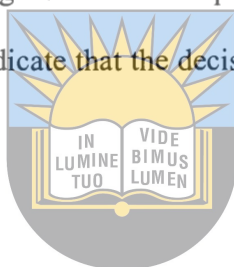
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The fairly large percentage of the respondents did not know whether ethics is applicable to the real world (35%), they do not know whether it is important in human life and is the concern of everybody (31%), lastly, they do not know whether ethics and nature are inseparable (36%). These results show one aspect of the picture, many respondents do not know what ethics is or may know but they are not aware of the fact that it is applicable to the real world or ethics and human nature are applicable to the real world.

Parents have a great responsibility in the education of their children, thus they are among the interest groups that fulfil the key roles in education. As a result, 51 % of the respondents strongly agree and 29 % of them agree with the above view. The teacher-parent relationship is also important because both are aiming to develop the child as a whole.

This goes back to the point of implementing togetherness in education system, if the interests groups should come with a purpose of forging some kind of co-operation for the sake of developing a child as well as deciding on action to be taken in order to promote learning.

However, most respondents are in favour of corporal punishment, a significant 40 % strongly agree while 27 % agree that corporal punishment is the only way of ensuring discipline. This shows that, although this kind of punishment was banned and many learners are against it, the results indicate that the decision that was taken may have to be reviewed.



#### **4.4 CONCLUSION**

An attempt has been made throughout the chapter to relate the discussion to the research questions which are : What are the effects of socio-economic status in education?, what are people's attitudes towards school based-education?, what is the place of value-based education in the curriculum 2005?, are there any ethical foundations in the proposed curriculum 2005?. The data presented in this chapter has been used to emphasise the importance of values and ethics in the new education system which has not been adequately recognised. The relationship between moral values and educational standards has been investigated and in the following chapter the recommendations and conclusions emanating from the study will be presented.


## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

In the previous chapter, an analysis of the main findings of this investigation has been presented. In this chapter conclusions have been made based on the analysis of the research results.

#### 5.2 CONCLUSIONS



1. The research results reveal that socio-economic status of parents impacted directly on the education of their children. Much as this may be an obvious fact, it does require more reading into the results to appreciate the effect of socio-economic status in the inculcation of values in children. Parents, no doubt play a vital role in the socialization process of the child. This entails the passing on of the societal norms as well as the necessary informal education. Research results reveal that in homes where there is no family stability the socialisation process is adversely affected. Therefore, children from such families or homes seemed to lack a firm foundation in ethics and values.

Another socio-economic factor impacting on the learner's education is the family income. Family income among the study population was low. This was demonstrated by the fact that, a large population of the sample was either unemployed or had occupations whose income was low to support the family as well as the education needs of their children.

Such circumstances parents will always be preoccupied with strategies for survival and normally at the expense of the moral upbringing of the children.

2. It is also evident from the research results that education is viewed mainly as a means of acquiring knowledge, making one adaptable to society and enabling a person to secure a job. These attitudes may be sound but they tend to overlook important values of society which education is supposed to instill in every learner. This view of education implies that education can only be received in school, whereas the child's early education is offered at home. Obviously parents play the majority role.



Education is a socialisation process and it ought to start at home. If this is to be accepted, then the parents must know how to work with teachers in order to improve the quality of education for learners. Thus the teacher-parent relationship is very important, the teacher has to build upon the foundation laid by parents. The teacher has a role as a representative of adult society and this is the ultimate source of his authority. He is responsible for the socialisation of the young on behalf of the adult for which they are being prepared.

Furthermore, the community plays a tremendous role as it educates and supply the schools with resources that facilitate the education process. The attitude that education can only be given in schools has resulted in conflict between parents and teachers. This is seen in the blame the parents put on teachers when learners do not do well in school, such as failing examinations and unruliness of learners.

The attitude taken by parents also seems to be taken by the Department of Education, which equally blames teachers whenever anything goes wrong in the schools and to the learners. If learners are unruly in schools teachers are blamed of not administering discipline, whereas the administration of discipline requires the participation of all the groups.

For instance, the National Department of Education came under fire as parents and teachers accused it of complicity in matric failure, irregularities and corruption. This followed the suspicion raised by Mpumalanga results in 1998. They blamed the department for failing pupils and being unwilling to take full responsibility for education of their children. Teachers angrily said that, the government is not committed in the education of children but were helping to promote corruption in schools. The department of education does not take education as a serious matter that needs full attention. They leave the unsolved problems with the teachers and when things get worse they start pointing fingers at them (City Press 1999:01). For an effective learning situation there is a need for co-operation between the government, teachers, members of the community and parents.

All the groups therefore, that fulfill the key roles in education should come together with a purpose of forging some kind of co-operation for the sake of developing a child as well as deciding on action to be taken in order to promote learning.

This is the reason why when school year begun in 2001, The Minister of Education requested all partners in education – teachers, pupils, parents and all members of the community to join government in their efforts to turn our education around and make an education for the 21st century (Sowetan 2001:1).

3. The observation by the researcher established that in many schools, few students wear full uniform. Most of the learners interviewed said that they did not like wearing school uniform, they would like to wear it when they like. Some learners come very late and leave before time, in most instances they do not return to classes after breaks. And teachers seem not to be responsible and exemplary, they are latecomers and sometimes leave before time. Moreover, guidance is not taught in many schools, the period is regarded as a free period to make noise and move up and down the schools grounds. It is therefore clear that, most educators are not exemplary and are not accountable or dedicated as they are supposed to be. This portrays the lack of a learning culture in many schools.

This concern led to the initiating of the Imbewu Project in 1999. This project was about restoring the culture of learning in schools. Some schools were identified by the provincial government to start the project funded by British government.

The Eastern Cape province was chosen as one of the provinces to start the project. It aims at putting an end to pupils leaving schools as early as 9am and ending up roaming around the townships. Teachers would also be encouraged to put more effort into their work. Parents and community were asked to participate fully in the school activities.

What was needed was a consolidation of all components: learners, teachers, parents, the community and the government. (Daily Dispatch 1999:3).

The lack of the culture of learning is a clear indication that the current education system has failed to put education in its proper perspective. There is more to education than class situation learning. Wholesome education is about the inculcation of knowledge and values. This cannot be achieved without the promotion of ethics in the education.

**4.** Research results revealed that although values and ethics are necessary in education, they were nevertheless not rated high among the teaching subjects. Most respondents did not view ethics and values among the mandatory examinable subjects of the south African education system. The low rating of values and ethics as teaching subjects may be attributed to the weight the curriculum 2005 places on these subjects. Although the curriculum 2005 advocates for the teaching of values and ethics in schools, it does not include them among the important subjects grouped under the eight learning areas. This is not likely to be viewed positively by both parents and learners, whom they tend to put more value on subjects grouped under eight learning areas.

Similarly, teachers will tend to place more emphasis on those areas of the school syllabus that are examinable. In the final analysis, it is the examination results that most parents, teachers and learners look forward to. They do not consider the fact that in general every human being should know what is right or wrong, they should know how to conduct their lives, what kind of persons we should be.

Ballington's (1988:18) theory, which is one of the two theories on which the study is based, reflects the importance of ethics in education, introduction of morality, fact and values. It is stated that, "nobody can get through life without ethics even if he does not know the meaning of the word". Ethics and man therefore are inseparable, thus basic values are ingredients of ethics that are reflected in the human character in the form of virtues such as respect, discipline, self-respect, empathy and tolerance.

### 5.3 RECOMMENDATIONS

The researcher recommends the promotion of the culture of learning and teaching in schools. The promotion of values, moral values in particular, can help in maintaining and implementing the required culture of learning and teaching in schools. Thus the view of introducing values by the National Department of Education is strongly supported by the researcher. The teaching of values and ethics therefore can help in the promotion of ethics and restoration of values.

The researcher also recommends that, all groups (teachers, parents, learners, members of the community and government) that fulfill the key role in education should come together with a purpose of forging some kind of co-operation for the sake of developing a child as well as deciding on action to be taken in order to promote learning.

The new curriculum cannot be implemented with the old style of teaching. The style of teaching should be different because the new curriculum needs teachers that are going to teach transformation.

The researcher therefore, also recommends the need for retraining of teachers. Training courses should be developed so that teachers can be inline with the new curriculum 2005. Training of trainers (cascading method) should be implemented.

A recent report in the local press (City Press 2000:14) stated that, two obstacles will obstruct South Africa from attaining Curriculum 2005's intended goals: the lack of a well-trained teaching force and adequate resources in the majority of schools. As a result, according to the report, 40 % of the South Africa's teaching force is not qualified to teach OBE. Most of them were trained in the apartheid colleges of education which did not give them adequate training, so they need to be retrained.



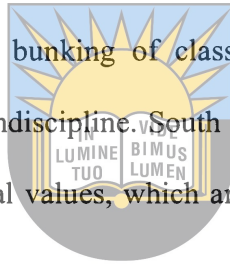
Besides the retraining of teachers, it is recommended that, schools should be provided with resources to eliminate problems that retard the process of education. It has been observed that, many schools in rural and poor urban areas lack resources and the necessary facilities for the successful implementation of the OBE programme.

It is evident that through this study, the socio-economic factors do affect the South African education system. The researcher therefore, recommends the importance of improving the current socio-economic status to avoid the effect it has on the education system.

The researcher also recommends Ubuntu, which is the important philosophy for promoting diversity in nations. The idea of Ubuntu is already presented in literature review of this study. Central to Ubuntu is the treatment of people with respect and human dignity.

This means respecting human life and the creation of a climate of peace and harmony. The values of Ubuntu are not always observed or recognised as important. It is the same problem in most South African schools, the importance of moral values such as responsibility, respect, discipline, rights, self-respect, cooperation, tolerance are not upheld and are not recognised as importance in education system.

The foregoing highlights the fact that, if all human beings can embrace the values of Ubuntu there will always be peace and harmony, even in schools that are experiencing problems such as rape, vandalism, bunking of classes, class boycotts, drunkenness, disobedience and various forms of indiscipline. South Africans like other human beings need to redevelop a core set of moral values, which are based on Ubuntu to guide their behaviour towards others.



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#### **5.4 CONCLUSION**

The conclusions and recommendations of this study highlight the relationship between moral values and the educational system of South Africa. The study has highlighted factors that may be crucial in planning an education system that aspires to cultivate ethics and values among learners.

## APPENDIX A

University of Fort Hare  
Faculty of Education  
Dept. of Foundations of Education  
Private Bag x 1314  
Alice 5700  
01 November 1999

Dear Sir/Madam

### **RE: REQUEST FOR INFORMATION**

There is a general feeling that the current education system in South Africa is faced with many problems the least of which is the lack of discipline among the learners and sometimes among the educators. Apart from the curriculum being unsuitable in certain aspects, the entire education system seems to be lacking a moral approach, particularly in both teaching and learning. As a result I'm collecting the information which will help me to write a master's thesis on: *Towards A Value-Based Education System In South Africa: A Philosophical Study In Applied Ethics.*

This study aimed at investigating the suitability of value-based education system in South Africa. The information gathered as a result of this study will be used in making recommendations to the South African education authorities in how to address the moral dilemma that is facing our education. Please feel free to give as much information as you can. All the information you provide will be treated strictly confidential. You are not required to disclose your name anywhere in the questionnaire. Ensure that you have completed all sections and also remember there are no right and wrong answers.

I thank you in advance for your cooperation.

Yours Sincerely

Thozama Spotose

**APPENDIX B**

**QUESTIONNAIRE No. ....**

**SECTION A**

**PERSONAL DATA**

**Mark with an X or circle where applicable**

**Please choose one answer when required to do so**

**1. Sex :**

Male.....1

Female.....2



**2. Marital Status :**

Married.....1

Single.....2

Divorcee.....3

Separated.....4

Widow/er.....5

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**3. Age :**

15-20 years.....1

21-30 years.....2

31-40 years.....3

41-50 years.....4

51 years and more.....5

**4. Occupation :**

.....

6. **Number of children :** 0.....1  
 1-2.....2  
 3-4.....3  
 4-5.....4  
 6 or more.....5

7. **Classify the home environment in which you grew up :** Urban.....1



Semi-urban.....2

Rural.....3

**SECTION B**

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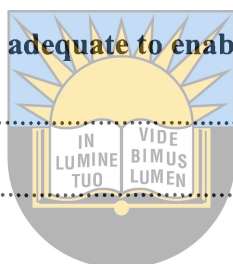
**OPINIONS ON EDUCATION**

8. **What is the highest aim of education? :** To adapt a child to society.....1  
 To gain knowledge and self-preservation...2  
 To gain a social status.....3  
 To be a good citizen.....4  
 To gain a degree.....5  
 To attain the highest academic  
 qualification.....6

9. **What is the attitude towards education :** It will make one to gain knowledge.....1
- It will make one a responsible adult.....2
- It will prepare one for a profession.....3
- It will prepare one for a good status in society.....4
- Any other (specify).....5
- .....5

10. **Is the present education system adequate to enable children to achieve the highest aim of education ?** : No.....1

Yes.....2




11. **If yes, give reason :** It is compatible with real life situations.....1
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It helps in moulding ones character .....2
- It helps one to get a job .....3
- It helps one to adapt to his/her society.....4
- It makes one to comprehend with ease.....5
- Other (specify).....6

12. **If No, give reason :** Lack of facilities.....1
- It is too academic.....2
- It is not compatible with real life situations.....3
- It ends up within the four walls of the classroom.....4
- Teacher's incompetence.....5
- Other (specify) .....7

**13. Among the following subjects offered in schools, choose 6 that you think are important**

**Mark with an X in an empty space provided**

1. English		9. Art & Craft		17. Ethics & Values	
2. Afrikaans		10. Homecraft		18. Religious Education	
3. Xhosa		11. Typing		19. Economics	
4. History		12. Music		20. Guidance	
5. Geography		13. Agricultural Sc.			
6. Physical Science		14. Accounting			
7. Chemistry		15. Business Economics			
8. Mathematics		16. Computer Science			

  
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**14. Why do you attach importance to the subjects you have chosen**

- as the best 6 ?** They are easy to understand.....1
- They will help one to get a job.....2
- They will give one an academic prestige.....3
- They will make the most impact in a child's success  
and well-being in the society.....4
- They promote culture of learning.....5
- Other reason/s (specify).....
- .....6

**15. Which subject/s do you think are important and are not included in the list**

1.....

2.....

3.....

4.....

5.....



**13. Reason/s for the subject/s you have listed**

.....  
 .....

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**14. Which of the following disciplinary measures is the most essential for a good school motto**

- Allow the child to do wrong with the hope that he/she will suffer the consequences of his/her action.....1
- Leaving child absolute freedom.....2
- Showing a sense of love, respect and ..discipline.....3
- Showing and guiding learners to have a sense of responsibility.....4
- Other disciplinary measure/s (specify).....  
 .....5

**18. What is the teacher’s most important role in a teaching/learning situation?**

- To help learners pass examination.....1
- To prepare children for social adaptation.....2
- To develop the child as whole.....3
- To help the child to learn the culture of his people.....4
- Other (specify).....
- .....5

**19. Is curriculum 2005 designed/planned to suit/cover every need for quality education?**

- Yes..... 1
- No..... 2



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**20. Give reason/s for your answer**.....

.....

**21. There are many problems facing schools today such as rape, class boycotts, bunking of classes, drunkenness, vandalism, drug abuse, etc.**

What do you think to be causes of these problems?.....

.....

.....

**22. What solutions can you suggest for solving these problems?.....**

.....

.....

**23. What kind of knowledge is of most importance ?**

- Knowledge of God.....1
- Knowledge of how to live well in this world.....2
- Knowledge of industry and material prosperity.....3
- Knowledge of one’s self.....4
- Other kinds of knowledge (specify).....
- .....5

**24. When is a person fully educated ?**

- When he/she has obtained a university degree.....1
- When she/he has adapted her/himself to the society.2
- When he/she has obtained a good job.....3
- A person does not become fully educated.....4
- Other (specify).....
- .....5



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## SECTION C

Indicate your opinion of the following facts

**25. Indicate the extent to which you agree or disagree with the following statements using the scale below. Record the number that applies in the blank space provided before each statement.**

**1 – Strongly Agree    2 – Agree    3 – Disagree    4 - Strongly Disagree**

**5 - Do not know**

----- One can know life by directly participating in activities of this world

----- Discipline and respect are amongst the important values

----- Ethics is applicable to the real world

----- Ethics is important in human life and is the concern of every body

----- Ethics and human nature are inseparable

----- Parents have a great responsibility in education of their children

----- The teacher-parents relationship is very important

----- The education that the child receives at home has got a long lasting influence in his/her personality

----- The presence of ethics and moral values in the education system can make a tremendous change and bring progress in schools

----- Both formal and informal education are important

----- Corporal Punishment is the way of ensuring discipline

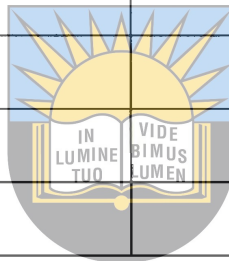


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----- The new and the old disciplinary measures which are deemed outdated can help in solving the serious problems that arise in schools/ learning institutions

26. Indicate the extent to which you agree or disagree with the manner in which the following virtues are upheld in our education system

Virtues	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
Responsibility					
Discipline					
Cooperation					
Respect					
Initiative					
Rights					



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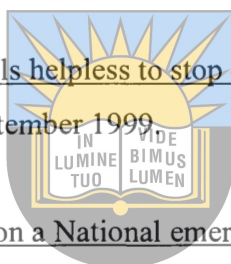
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