

**Educators' perceptions of key Constitutional Values in the
curriculum of Bojanala West Region**

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Submitted by

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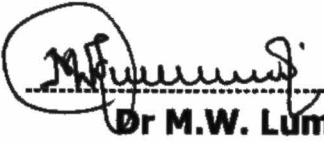
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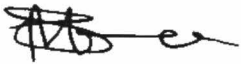
STATEMENT OF ACCEPTANCE FOR EXAMINATION

This dissertation, "Educator's perceptions of key Constitutional Values in the curriculum of Bojanala West Region" written by Matiasse Matthews Makunye is hereby recommended for acceptance for examination.

Supervisors:  _____
Dr M.W. Lumadi

DECLARATION

This dissertation contains no material published elsewhere or extracted in whole or in part from a dissertation by which I have qualified for or been awarded another degree or diploma. No other person's work has been used without due acknowledgment in the main text of the thesis. This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.



Makunye Matiase Matthews
October 2006

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ABSTRACT

This dissertation is an investigation of educators' perceptions and practices of the key Constitutional Values in the Bojanala West Region High Schools.

South Africa is experiencing an alarming increase of crime related incidents, such as, lack of accountability, dishonesty, violence and injustice, which is an indication of a decline in morality and values. Schools have their own problems, such as, lack of discipline and respect for authority especially by learners. The great challenge for education is for schools to transfer to learners not only the ability to learn and acquire skills for an increasingly complex world. It is also to assist in the building of character. Surely we all want our children to become adults who are caring, tolerant, fair, and respectful. We want our children to know and uphold the principles of; Democracy, Social justice and equity, Equality, Non-racism and Non-sexism, Ubuntu, An Open society, Accountability, The rule of law, Respect and Reconciliation. This is perhaps the expectation of parents and the South African Government alike.

Data were collected from several sources. Questionnaires were distributed to High School educators in the four Area Project Offices in the Bojanala West Region, and structured interviews were conducted.

The findings indicated that educators agree that emphasis on the teaching of values is a solution to violence, social problems and lack of respect in our society, they further agree that the school has an important role to play in the teaching and imparting of the constitutional values to the learners. The interview responses indicated that educators are not aware of the existence of the Constitutional values and the educational strategies to help them infuse the values into the curriculum, most of them indicated that they rely on their own

initiatives to impart values to learners. Furthermore, the majority of educators interviewed indicated that any attempt to give prominence to values in education should be done through the existing curriculum framework and not become an added imposition.

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LIST OF ACRONYMS

	Page
• FET : Further Education and Training	3
• GET : General Education and Training	3
• RNCS : Revised National Curriculum Statement	3

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CHAPTER ONE

ORIENTATION TO THE PROBLEM

1.1 INTRODUCTION AND BACKGROUND

The birth of a South African idea of moulding people from diverse origins, cultural practices and different language backgrounds into one, within a framework which is democratic in character that can absorb, accommodate and mediate conflicts (Wilmot, 2001), has challenged the South Africa Education system enormously. Education in South Africa has to bring about unity of purpose, create bonds where there are fractures and ease the tension of past conflicts. These goals are clearly captured in the values enshrined in the *Constitution and the Bill of Rights* (Gevisser & Morris; 1993:5). The adoption of the *Constitution of the Republic of South Africa* (Act 108 of 1996) provides the basis for the transformation of the South African society. It attempts to move our society from the past into a just future. The preamble of the *Constitution* states, as one of its aims, "to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights" (Republic of South Africa, 1996:1).

With the celebration of South Africa's decade of democracy, comes an opportunity to reflect on the past ten years of democracy, to check as to whether the educational goals that were set have been achieved. This is the task of both the government and the wider South African community; this includes schools, which should take a look at their policies, programmes and all other academic and non-academic activities with regard to their performance in promoting key *Constitutional Values*. "Education and democracy together work to constitute our larger society and societal values," (Powell, 2001:3).

For the purpose of nation building, everyone realises that South African education must aim at strengthening the democratic and key *Constitutional Values*. In his speech presented at the Education Africa Awards in 1997, Dr Nelson Mandela pointed out "The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation" (Powell, 2001:1). The truth is that values education is very important for nation building and reconciliation. This is very true for South Africa, which is a country in the process of lifting itself from a precarious situation of apartheid. The recognition of the importance of values as core to nation building and democracy is a universal discourse; the United States (U.S.) Supreme Court identified "the objectives of public education as the inculcation of fundamental values necessary for the maintenance of a democratic political system" (Powell, 2001:7).

The development of values occurs over a number of years and within a number of environments. The influence of the family is extremely important in this regard, for there is need for cooperation between the school and the family for effective values education to take place. As learners progress through public schools, it is important that their education should provide instructional opportunities that will help them to develop their beliefs about what is right and good (Scerenko, 1997:1).

This study will mainly focus on the educators' perceptions of the key *Constitutional Values*.

1.2 STATEMENT OF THE PROBLEM

The promotion of values is important for personal development as well as for nation building. The youth of South Africa need to possess values that can make them responsible, accountable and committed to the new democratic society. For this to happen, our schools require assistance in whatever manner to promote the values, which are outlined in the *Manifesto on Values*,

Education and Democracy document. The task of promoting values is a challenge that has been presented to South African schools. However, schools have not been supplied with adequate resources and networks of support to make it possible for them to face this challenge. This scenario has left many school managers and educators demoralised. Some schools have decided to ignore the promotion of values and concentrated on teaching for examination purposes only. It must be noted here that "extraordinary sensitivity and skills are required to conduct explicit instruction in many concepts on the values list" (Scerenko, 1997:5), therefore, teacher in-service training is important.

The Revised National Curriculum Statement (RNCS) for General Education and Training (GET) which was implemented at the beginning of 2004, sets clear guidelines for the inclusion of values across all learning areas. The new curriculum statement for Further Education and Training (FET) also has an equally strong focus on the teaching of human values.

Against the background of the preceding discussion, the problem to be investigated in this study is to explore the educators' perceptions and practices of the key *Constitutional Values* in South African Schools, with specific reference to schools in the Bojanala West Region.

1.2.1 Research question

1.2.1.1 Main question

- What are the educators' perceptions of the key *Constitutional Values* in the North West Province?

1.2.1.2 Sub-questions

- What are the key constitutional values?

- What opportunities on and off the school premises are provided to learners to practise the key Constitutional Values taught?
- What staff development processes have been put in place to build skills and expertise in the teaching of values?
- How are the Constitutional Values conveyed through the curriculum in the North West Province?

1.3 AIMS AND OBJECTIVES OF THE STUDY

1.3.1 Main aim

The main aim of the study is to investigate the educators' perceptions of the *key Constitutional Values* in the curriculum of the Bojanala West Region (North West Province).

1.3.2 Objectives

- To identify *key constitutional values*.
- To determine the kinds of opportunities that schools provide to learners for practising the values taught.
- To find out the staff development that has been done to build skills and expertise in the teaching of *key constitutional values*.
- To suggest strategies through which the *key constitutional values* can be conveyed through the curriculum.

1.4 SIGNIFICANCE OF THE STUDY

Copies of this study will be made available to the Department of Education in the North West Province; the Department will then establish whether the guidelines for the inclusion of key constitutional values across all learning areas are implemented. If value systems which influence formal education can be identified and analysed, they will enable all the stakeholders in the

education system to gain a better understanding of what is taking place in schools. This understanding will then help to motivate educators, community leaders, parents and learners to become positively involved in the transformation of the education system. The Department will use the recommendations from this study to help educators in the teaching of values. The study will also benefit educators in that it will suggest possible strategies for the teaching of values.

1.5 LIMITATIONS

The research was limited by the fact that respondents were situated different in different locations and the Bojanala West Region is a large area. Travelling from one Area Project Office to the other was not easy. Hence the population had to be reduced. To get interviews proved to be difficult because many educators were reluctant to be interviewed. However, the findings of the study were of general applicability.

1.6 DEFINITION OF CONCEPTS

1.6.1 Value

The word value describes some general quality and direction of life that human beings are expected to embody in their behaviour. It is an emotionally anchored commitment to pursue and support certain directions of types of actions (Pilch & Malina, 1993:xiii). Value as a concept refers to "principle, standards or qualities considered worthwhile or desirable by the person who holds them." Education – Wikipedia – the free encyclopedia [Online] 10/17/2006. Value in this study refers to principles that should be embraced by all people so that they can leave harmoniously.

1.6.2 Values education

This is the process of providing opportunities for the continuous development in all students of the knowledge, skills and attitudes related to certain values, which lead to behaviour exhibiting those values (Scerenko, 1997:1). Values education in this study refers to the process of promoting Constitutional value in our schools.

1.6.3 Character

Character is made up of attributes or features that make up and distinguish the individual; the complex of mental and ethical traits making a person, group or nation (Scerenko, 1997:1). Character in this study refers to those features that distinguish an individual from the rest.

1.6.4 Key Constitutional Values

This is a reference to those constitutional values as reflected in the *Manifesto on Values, Education and Democracy* document, e.g. Democracy, respect, reconciliation, and many others.

1.6.5 Educator

An educator is not merely a presenter of knowledge but also a facilitator of the learning process. The educator serves as a mentor who advises learners on their approaches to life and learning (Van der Horst & McDonald, 1997:231). The Education Labour Relations Council in the Policy Handbook for Educators (2003, A-3) defines an educator as "...any person who teaches, educates or trains other persons at an education institution or assist in rendering education services or education auxiliary services provided by or in an education department".

1.7 RESEARCH DESIGN

1.7.1 Types of research designs

A research design is the researcher's overall strategy for answering the research question, that is, it guides the researcher as he/she collects, analyses and interprets data. According to Bless & Higson-Smith (2000:63) research design "relates directly to the testing of hypothesis. It is a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions".

The choice as to which research design to use is a crucial decision that the researcher makes with regard to how the study will be done. This is because various research designs have strengths and weaknesses and some are better in answering some questions than others.

The two main research designs available to researchers are qualitative and quantitative.

Quantitative research refers to a "research conducted using a range of methods which use measurement to record and investigate aspects of social reality" (Bless & Higson-Smith, 2000: 156).

Qualitative research refers to a "research conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality" (Bless & Higson-Smith, 2000:156). This study's research design will be qualitative in nature. This choice is influenced by the fact that the focus of the study will be on the way educators perceive, interpret and make sense of the *key Constitutional Values*.

1.7.2 Research approach

1.7.2.1 Types of research methods

A research method is an approach used in data collection. The type of research method that could be used to collect data depends upon the type of research that the researcher is faced with. There exist several methods which are conventional to human values research. These includes among others, literature review, participant observation, survey, interview, questionnaire, and many others.

Literature review refers to "an account of what has been published on a topic by accredited scholars and researchers" (Taylor & Procter, 2004:1). This includes both primary and secondary sources.

Interview refers to "a data collection technique based on a series of questions relating to the research topic to be answered by research participants" (Bless & Higson-Smith, 2000: 155).

Questionnaire refers to "an instrument of data collection consisting of a standardized series of data collection relating to the research topic to be answered in writing by participants" (Bless & Higson-Smith, 2000:156).

For the purpose of this study the researcher will use literature review, interviews and questionnaires to collect data. The choice of these methods is influenced by the fact that they will supplement each other, that is, where questionnaires have left some crucial information, the interviews will fill the gap, and literature review will expand the researcher's knowledge about the problem being investigated.

1.7.3 Research instruments

1.7.3.1 Questionnaires

Questionnaires will be developed and administered to sampled educators. The questionnaire will consist of closed questions; the questions will be divided into sections, with sub-headings.

1.7.3.2 Interviews

Structured interview questions will be designed. The interviewees will be encouraged to give factual information about their perceptions of the *key Constitutional values*. In conducting the interviews, the researcher will use a tape recorder to record the conversation; this will be done only after the interviewee has granted permission.

1.7.3.3 Pilot study

Bless and Higson-Smith (2000: 155) provides a very comprehensive definition of the concept pilot study: "A small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate." Mitchell and Jolley (2001:13 – 14) see the value of a pilot study as a way of helping "the researcher to fine-tune the study for the main inquiry". Trying out questionnaire and interviewing technique or skills is an invaluable exercise. This study will be piloted in schools, which will not be sampled.

1.7.4 Population and Sample

1.7.4.1 Population

According to Bless and Higson-Smith (2000: 84), population refers to “the entire set of objects or people which is the focus of the research and about which the researcher wants to determine some characteristics.”

The population of this study will be drawn from High Schools in the Bojanala West Region. The reason for this is because the educators have the practical experiences of the curriculum in the classroom, they are also implementers of new curriculum innovations.

1.7.4.2 Sample

According to Bless and Higson-Smith (2000:8), sample refers to “the subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalized to the entire population”.

In this study *cluster sampling or multi-stage sampling* will be used. The population used for the first stage is much more general than that used for the final stage. In a second stage, on the basis of the first sample, a new population is considered, one which is less general than the first one, and a new sample is subsequently determined. The procedure is continued until the population to be investigated is reached and a final sample is drawn” (Bless & Higson-Smith, 2000: 91). Bojanala West Region is divided into four project area offices, which are; Rustenburg Area, Kgetleng Area, Moses Kotane West Area and Moses Kotane East Area. From the four project area offices, five high schools will be sampled from each area. Ten educators per school from the sampled schools will be selected randomly to participate in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a discussion of the review of literature to provide a framework to the problem under investigation. A review of literature aims to add to the understanding of the research question and to place the study in perspective (McMillan & Schumacher, 1993: 372). It is also an attempt to provide a comprehensive understanding of what is already known about the topic (Mertens, 1998:35). Furthermore, the literature review is instrumental in guiding the designing of the questionnaire.

2.2 LITERATURE REVIEW

The call for values is currently echoing throughout the world, children around the world are increasingly affected by violence, social problems, a lack of respect for each other and the world around them, as well as the lack of social cohesion. Parents, educators and concerned citizens in many countries are asking for help to turn around this alarming trend. Many of them believe that the solution is an emphasis on teaching values. Living Values, (2004:1) correctly states that we must not educate our children and youth "to know" and "to do", we must also educate them "to be" and "to live together". Values such as peace, love, respect, tolerance, cooperation and freedom, are cherished and aspired to all over the world. Such values are the sustaining force of human society and progress. What children and youth learn is later woven into the fabric of society and so education must have positive values at its heart and the resulting expression of them as its aim, if we are to seek to create a better world for all. Values are at the core of every developing society, they are in fact guidelines for a democratic revolution; therefore each and every developing society needs to embrace values for its development. "The great challenge of education, and increasingly the expectation of

parents, is for it to transfer to children not only the ability to learn and acquire skills for an increasingly complex world. It is also to assist in the building of character" (Nelson, 2002:1). It is therefore important for parents to participate fully in the education of their children, "they must be aware of the kind of teachers who handle their children, of the curriculum and textbooks used in school, and the methods and practices employed in school so that there will be no violation of the principles of good formation or of the beliefs, culture, and faith which the family professes and practices" (Family Values, 2004:1).

2.3 THE CONCEPT OF EDUCATION

Education is a social science that encompasses teaching and learning specific knowledge, beliefs, and skills. Educators use a variety of teaching strategies and materials in order to deliver the curriculum. The term education has its origin in the Latin word 'Educare', which means 'to raise', 'to bring up', 'to train', 'to elicit'.

"Educare has two aspects, the worldly and the spiritual. Worldly education brings out the latent knowledge pertaining to the physical world. Spiritual education brings out the inherent divinity in man. So, both worldly and spiritual educations are essential, without which the human life has no value. But, spiritual education is not given the attention it deserves in the modern education system. Only worldly education is given prominence in the school curriculum. Just as two wings are essential for a bird to soar high in the sky, two wheels for a cart to move; so also the two types of education are needed for man to attain the goal of life. Spiritual education is for life, whereas worldly education is for a living. Only when man is equipped with these two aspects of education, can he be deserving of respect and adoration in society. ...Today the parents expect their children to go in for higher studies, amass wealth and become great, but very few want their children to be good. Goodness is long-lasting, whereas greatness is temporary" (Hridayarn, S. and Karothikim, YB. 1999:2).

2.3.1 The purpose of education

It is necessary at this stage to determine the main purpose of a system of formal education in order to detect a dominant value system. The Encyclopedia Britannica of 1952 indicates that the purpose of education is to raise children to follow in their parents' traditions with good success. The fundamental purpose of education includes educating young people to become responsible, thoughtful and enterprising citizens. "This is an intricate, challenging task requiring deep understanding of ethical principles, moral values, political theory, aesthetics, and economics; not to mention an understanding of who children are, in themselves and in society" (<http://en.wikipedia.org/wiki/Education>). Reflecting on schooling worldwide, one realises that schools are similar though the cultural contexts of societies in which schooling occurs are so different. According to Badenhorst, (1993:399), various communities worldwide have differing school ethos with regard to matters such as discipline, social class, codes of behaviour and so on. However, the universal basic aim of the school in general remains the same, which is preparing the learners for the economic future, and this future requires knowledge and practice of values. The predicament for schools then lies in the fact that they cannot accurately anticipate the future for which they have to prepare the learners. This is where it becomes relevant for educationists to reflect on core values essential for humanity and its survival in the world, which will remain the same, although circumstances may change.

2.3.2 The relationship between values and education

The relationship between values and education is complex and has been well explored in the literature over a very long period. Education is more than teaching learners to read, write and add. Powell (2001:4) has indicated, that education is broader than deliberate and formal schooling. "Association with others provides another avenue for learning. Through association we learn to consider the effect of our actions upon others." Through education learners

are constantly equipped with the tools to live. Education includes passing on to a new generation people's beliefs about what is true and good in life, and convictions about what is right and wrong. Education teaches how people should conduct their lives. In other words, education conveys what are commonly called *values*. Therefore, all schools, whether public or private, teach values, directly or indirectly. No school can claim to be value free or value neutral. Schools convey a whole range of values to learners through educational content as well as teachers' attitudes and the overall school environment. Veugeliers and Vedder (2003:40) asserts, "the values teachers find important for their students are expressed in the content of their instruction and in the way they guide the learning process".

"The whole process of education occurs within a societal framework and is designed to perpetuate the aims of a society ..." (Powell, 2001:4). This statement applies well to South Africa since one of the aims of education is to bring about nation building.

2.3.3 The role of education in nation building

In his speech delivered at the Education Africa Awards in 1997, Dr Mandela said, "The power of education extends beyond the development of skills we need for the economic success. It can contribute to nation-building and reconciliation", (Powell, 2001:1). Furthermore, the adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for the transformation of the South African society. The Constitution and the Bill of Rights established the values upon which a democratic South Africa is to be founded. The preamble of the Constitution states that its aims are to:

- ❖ *Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;*
- ❖ *Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.*

Adapted from (Republic of South Africa, 1996:1).

"If education gives individuals the ability to participate more fully in society, then education is working to constitute both individuals and a nation" (Powell, 2001:6).

Education is central to democracy and is also central for nation building. All discussions of education are in essence discussions about citizenship. Hence, the U.S. Supreme Court identified 'The objectives of public education as the inculcation of fundamental values necessary for the maintenance of a democratic political system' (Powell, 2001:7).

The significance of education must be measured in terms of its capacity to "instil moral character, critical thinking ability, and cultural literacy" not in terms of "standardized test scores, drop-out rate, or occupational attainment" (Powell, 2001:8).

2.4 TYPES OF VALUES

To a great extent for most educators, the teaching of their learning area is the prime focus. Gudmundsdottir (1990) argued, "although values guide teachers' practice, too many researchers believe that values are "slippery" and "unscientific...and choose to avoid [them]". She goes on to show that "the act of teaching is saturated with values both explicitly and implicitly" (Gudmundsdottir, 1990:45). It is important then to understand the distinction between general societal values, general pedagogical values and subject specific values. According to White, (1982), *General societal values* refer to those values that concern educators because they are interested in their pupils' development as members of society, rather than as learners, or more specifically as learners of their subject. *General pedagogical values* are concerned with approaches to learning. *Subject specific values* refer to those values and principles, which underpin a school subject as a body of knowledge and set of agreed procedures. On the other hand Hill, (April

2004:10) distinguished between different types of values in the following manner,

- ❖ *Democratic values are largely procedural since they are about how we get on together as a community, and are not a world view as such;*
- ❖ *Ultimate values are the biggest kinds of beliefs we have about the reality we inhabit and what constitutes the 'good life'; and*
- ❖ *Educational values are designed to encourage students to explore how they live fulfilled and good lives.*

2.4.1 Core values

A frequently asked question in values education has always been whether to teach social values, which distinguish right from wrong, or to allow learners to form their own values external to school. Values education implies adult authority and the transfer of values held by adults to learners. According to Dale (1994:3) cited in Hill, (2004:11)

"Supporters of the great tradition in character education contend that it is inevitable and proper for adults to shape the principal values of youth. Some educators, however, object to the traditional approach to character education as a type of brain washing or mind control. They emphasize values clarification, moral reasoning, and consensus formation. These programs invite students to make values-related choices and to play a central role in decision making".

There are a number of examples of values and these include among others, honesty, professional conduct, frugality, self-discipline, respect for human beings and nature, tolerance for different viewpoints, punctuality and so on. These are just some of the values which underpin people's behaviour. Pilch and Malina (1993:xviii) distinguish between core values and peripheral values. Core values refer to those values expressed in all human interactions, although preferences may differ from culture to culture. Peripheral values refer to those values which are specific to certain conditions and interactions.

When the Republic of South Africa abolished apartheid in the early 1990s, a difficult but necessary process of transforming the nation's schools from a segregated, unequal education system into a single, non-discriminatory one was started. Our new Constitution, especially the Bill of Rights espoused equality, individual freedom and responsibility, and security as core values. For these core values to root in our young democracy, they would have to become an integral part of the country's education system.

To achieve this goal, the then Minister of Education, Kadar Asmal, tasked a Working Group on Values in Education to write a report on the appropriate values for the country's schools to adopt. The work of this group culminated in a document titled *Manifesto on Values, Education and Democracy*, which describes ten fundamental constitutional values which inform all programmes of teaching and learning, and which should guide policy development, governance and administrative procedures of the Education system. The *Manifesto* also describes sixteen strategies that suggest how the Constitutional Values can be brought to life in the Education System. A key element of the Manifesto is to provide support for educators and school managers to include the values of the Constitution of South Africa into all their practices. This practice should inform management, teaching methodologies, learning support materials, selection of content and assessment strategies. The ten fundamental values it highlights are:

- i. **Democracy** is the first of the ten fundamental values highlighted in the Manifesto as having relevance in education. More than merely adult enfranchisement, or an expression of popular sentiment, democracy is a society's means to engage critically with itself. Education is indispensable in equipping citizens with the abilities and skills to engage critically, and act responsibly.
- ii. **Social Justice and Equity** are highlighted because, while the Constitution grants inalienable rights to freedom of expression and

choice, true emancipation means freedom from the material straits of poverty. Access to education is probably the single most important resource in addressing poverty.

- iii. **Equality** in education means that not only must all South Africans have access to schooling, but also the access must be equal. None may be unfairly discriminated against. Beyond that, the value of equality and the practice of non-discrimination mean not only understanding one's rights, as an educator or a learner, but that others have them as well. There is a difference between treating everyone as equals, and their being equal.
- iv. **Non-Racism and Non-Sexism;** the document asserts that for these values to have any meaning, black students and female students have to be afforded the same opportunities to free their potential as white students and male students.
- v. **Ubuntu (Human Dignity);** the Manifesto argues that while equality requires us to tolerate people who are different, and non-sexism and non-racism require us to rectify the inequalities of the past, *Ubuntu* embodies the concept of mutual understanding and the active appreciation of the value of human difference.
- vi. **An Open Society;** the Manifesto argues that sustaining an open society is critical to democracy. The virtue of debate, discussion and critical thought rests on the understanding that a society that knows how to talk and how to listen does not need to resort to violence.
- vii. **Accountability** is the essential democratic responsibility of holding the powerful to account. It is part and parcel of granting power in

the first place, and a reminder that there can be no rights without responsibilities.

- viii. **The Rule of Law;** without commonly accepted codes, the notion of accountability would lose meaning, and the light of the open society would begin to dim: the rule of law is as fundamental to the constitutional state as adherence to the Constitution itself.
- ix. **Respect** is an essential precondition for communication, for teamwork, for productivity, in schools as much as anywhere else.
- x. **Reconciliation** is highlighted as the last and key value, asserting that healing, and reconciling past differences remains a difficult challenge in South Africa. More than merely being a question of saying sorry, it requires redress in other, even material ways too.

The above ten fundamental values are adapted from *Manifesto on Values, Education and Democracy*, (Wilmot, 2001:iv-v).

Thomas Lickona (1993:9) articulated a strong and eloquent argument for the teaching of core values when he wrote that

...values affirm our human dignity, promote the good of the individual and the common good, and protect our human rights. They meet the classic ethical tests of reversibility (would you want to be treated this way?) and universalizability (would you want to be treated this way in a similar situation?). they define our responsibilities in a democracy, and they are recognized by all civilized people and taught by all enlightened creeds. Not to teach children these core ethical values is a grave moral failure.

Therefore the teaching of values through the curriculum must be given the necessary attention, educators must know their roles in shaping the future of the youth of South Africa and in imparting the core values to the learners so that our youth can have a better future.

2.4.2 Strategies for teaching values

Wilmot, (2001:23-78) has outlined sixteen educational strategies, which can help educators in the teaching of the *key constitutional values* in schools. They are:

2.4.2.1 Nurturing a culture of communication and participation in schools

Dialogue is one of the values most desired in developing countries. The challenge then is not only to promote dialogue, but also to create and defend spaces for safe expression. Nurturing a culture of communication and participation in schools means, among others, equipping educators with skills to facilitate critical thought in classrooms, so that they are able to listen to their students and be heard by them. It further means teaching learners that they have freedom of expression and freedom of speech, but that these freedoms come with certain responsibilities.

The performing arts, debating societies and the Arts and Culture curriculum are invaluable in this regard.

Communication and participation are the two mainstays of democratic process, and no democratic society or institution can function without them – and without the accountability, responsibility and respect that accompanies them.

2.4.2.2 Role modelling: promoting commitment as well as competence among educators

One of the most powerful ways of children and young adults acquiring values is to see individuals they admire and respect exemplify those values in their own being and conduct. For example, if educators do not want learners to be absent they must

not be absent without genuine reasons. If educators want learners to be committed and competent in their studies, then they must also show competence and commitment in their work.

2.4.2.3 Ensuring that every South African is able to read, write, count and think

Without the ability to read, write, count and think, it is impossible to participate effectively in democracy and in society, and it is therefore impossible to internalise and to live out the values of the constitution.

There must be an emphasis on reading. This can be done through high-profile campaigns, such as "Year of the book", through role modelling by influential members of the society, from senior political figures and icons from sporting and entertainment worlds to parents and educators, and through school competitions and projects which encourage and reward reading. There also must be a strong drive to educate learners and the broader public about libraries and to ensure that libraries become user-friendly hubs of education, information and entertainment.

2.4.2.4 Infusing the classroom with a culture of human rights

Human rights as a concept is much misunderstood and underrated. Learners must learn the basic political literacy, peace education, environmental education, democracy education and anti-discrimination education. Conflict resolution skills must be developed, also the importance of tolerance, friendship and respect must be emphasised.

In language learning, for instance, texts can be chosen which tell stories of peoples' experiences of oppression, exploitation and

discrimination. In mathematics and technology, learners must be encouraged to look at how girls have faced barriers or have been discouraged in their career and life choices, and what the human effects of certain technologies, such as nuclear power, have been. In the natural sciences, learners must be encouraged to understand environmental issues and allied human rights concerns that go with them. In management sciences, learners must be encouraged to look at the impact of different economic systems on society.

2.4.2.5 Making arts and culture part of the curriculum

Arts and culture education empowers learners by giving them the means to express themselves creatively. Through music, drama and visual art, where language alone proves incapable, for example, in an environment where children are often learning in second language or even in third language, the expressive force of art and performance transcends the limitation. Beyond the fact that arts and culture education can be used to liberate the creative potential of learners and give them a model for non-coercive teamwork, it is a vital means through which the constitutional values of equality, non-racism, non-sexism, *Ubuntu*, openness, reconciliation and respect can be instilled in learners.

2.4.2.6 Putting history back into the curriculum

The teaching of history is central to the promotion of all human values, including that of tolerance. History is one of the memory systems that shape our values and morality, for it studies, records and diffuses knowledge of human failure and achievement over the millennia.

The discussion document on the National Curriculum Statement is explicit about the role of the social sciences – history and geography – in values formation: it is intended to help learners

develop a "commitment to addressing social injustice, abuse of human rights and a deteriorating environment".

Engaging in debates and critical thinking about past will foster a culture of openness, confronting and challenging apartheid myths

2.4.2.7 Introducing religion education into schools

There is no place in the classroom for an education that promotes any one creed or belief over any other. Yet, there is every reason for schools to expose learners to the diversity of religions that impel and inspire society, and the morality and values that underpin them.

In public education, "the school is not responsible for nurturing the religious development of the scholars (but for providing) learners with the knowledge about religion and morality and values and the diversity of religions".

Religions embody values of justice and mercy, love and care, commitment, compassion and co-operation. They chart profound ways of being human in relation to other humans.

The constitution guarantees the right to equality, to non-discrimination on the basis of religion, and to freedom of belief, thought, and conscience. Schools can reinforce the Constitution by using "religion education" to reaffirm the values of diversity, tolerance, respect, justice, compassion and commitment in young South Africans.

Adopting a multi-tradition approach to the study of religion is one way of achieving this, enabling students to examine, critically and

creatively, the moral codes embedded in all religions, their own and others.

2.4.2.8 Making multilingualism happen

The Language in Education Policy states that the home language of students must be maintained and that, from Grade 3 to Grade 12, students must take two languages as subjects: the language that they learn in, and one additional subject. For promotion at least one of these languages must be passed from Grade 5, and both must be passed from Grade 10 to Grade 12. In other words, all South Africans must acquire at least one official language other than English.

2.4.2.9 Using sport to shape social bonds and nurture nation building at schools

Sport enables people who cannot communicate in any other way to understand each other. It creates an area of common interest and goodwill between men and women, and boys and girls of different communities, different racial groups and different continents. In this it has the potential to achieve cohesion, and to promote tolerance, trust and respect between communities arbitrarily kept apart in the past by apartheid. Sport can teach learners values such as co-operation, team spirit, dialogue and communication, particularly in racially mixed schools.

Learners must participate in a wide range of arts and culture disciplines and practices, which include dramatic performance, dance, music, visual arts and design, media and communication, arts management, arts technology, literature and heritage. Discrete skills, values, attitudes and knowledge will be developed within arts disciplines and practices and also combined in interdisciplinary experiences. African art forms and cultural practices are

interdisciplinary in nature. Song, dance, drama, poetry and design are integral parts of some African genres as well as children's games.

2.4.2.10 Ensuring equal access to education

This has to do with the allocation and equal distribution of resources in education. More attention needs to be given to previously disadvantaged Schools, especially those in rural areas.

2.4.2.11 Promoting anti-racism in schools

Teamwork has always proven to be a powerful unifier. In this respect, the areas of sport and arts and culture become beachheads for the commencement of a campaign against racism in schools. This means not only making sure that all sporting codes are available (soccer as well as rugby and cricket, athletics as well as swimming), but encouraging cross-racial activity within the codes.

All schools should generate and implement anti-racism policies and programmes. The cornerstone of such programmes would be the Code of Conduct, which governs the ways that students deal with each other and that educators deal with students. It should emphasise loyalty to the school, kindness, acceptance of diversity, and openness to other ideas and people.

This cannot be mandated from above, but must be school-driven, and owned by all members of the school community themselves.

2.4.2.12 Freeing the potential of girls as well as boys

Gender awareness must be instilled and integrated into all levels of the curriculum, gender discrimination should not be allowed in class, for example, appointment of learners in key positions should

indicate gender sensitivity. Any gender awareness programme within the school must be as sensitive to boys as it is to girls.

2.4.2.13 Dealing with HIV/AIDS and nurturing a culture of sexual and social responsibility

Schools must be influential in the learners' ideas about sex and relationships early on in life, this can be possible if schools can impart the fundamental values of the Constitution. Values such as respect, responsibility, the ability to think, and integrity are essential for the prevention and management of HIV/AIDS. Schools should raise HIV/AIDS awareness in order to help change the attitudes of the learners.

2.4.2.14 Making schools safe to learn and teach in and ensuring the rule of law

No real teaching and learning can take place in an environment of fear. It follows then that safety in schools must be a priority; this can be achieved through implementing the rule of law through Codes of Conduct, which are the cornerstone of any schools, safety programme. Violence should be addressed through the curriculum, specifically through conflict resolution and peace-education components in the Life orientation learning area.

2.4.2.15 Ethics and the environment

The Constitution links environmental issues to values underpinned by human rights and social responsibilities. If this is to be realised, environmental education is crucial.

2.4.2.16 Nurturing the new patriotism, or affirming our common citizenship

Out of patriotism stems the values of tolerance and acceptance, of equality and democracy, of dialogue and negotiation and above all

pride. At the core of patriotism is a sense of obligation to one's school, one's community, and one's country.

2.4.3 Educators as important transmitters of values

According to Nyberg (1990:295), educators are important transmitters of values, and neither educators nor parents can avoid imparting values through their own words and actions. Therefore, what is in the hearts and minds of educators and parents will always colour their teaching or behaviour. In the present era, the educational task of the educator comprises *inter alia* the reflection on which values should be inculcated in their students' lives. Whatever policies may be intended by educational planners, it is ultimately what takes place in the classroom that matters in terms of the realisation of certain values (Lemmer, 2003:8). The question is how then can the educator inculcate the common, agreed-upon values that will help to bring about a positive learning environment?

According to Titus (1994:5) the teaching profession is value laden; in their everyday action as role models and as authority figures educators convey values to the learners. Furthermore, through personal example, reinforcement of positive learners' behaviour, selection of subject matter, and the creation of a just and conducive school environment, educators continue to transmit values.

Learners in all grade levels must be afforded opportunities to practise values, this can take the form of role-playing and decision-making exercises up to actual community service. A wealth of material is available. For example, drug education, sex education and law-related education materials may be relevant to a number of the core values. It is important to note that as schools implement values education, the implicit curriculum should not be ignored. This is illustrated clearly in the following quote.

"Values need not be taught directly, embedded in academic programs are elements of values. Students are taught values through the formal curriculum, especially in literature, social science, and history classes. The celebration of certain holidays and the Pledge of Allegiance teach values. Expectations for students to work hard, act responsibly, and respect others are ways of teaching values. ...Many co-curricular activities such as dramatics, sports, student government, and community service activities also provide opportunities for students to make values choices. Most co-curricular programs have strong character education components, which encourage students to practice values such as initiative, diligence, loyalty, tact, generosity, altruism, and courage", (Wynne 1993 cited in Titus 1994:4).

The manner in which educators relate amongst themselves and with their immediate superiors, how educators relate to parents and how they communicate with learners all provide invaluable opportunities for modelling behaviour based on the values schools seek to develop in learners. This modelling process must permeate the total school climate, for example, "the way discipline is administered and classroom management strategies, such as cooperative learning, can encourage the development of such values as courtesy, cooperation, self-control and dependability" (Scerenko 1997:5).

According to Slavin (1990) cited in Titus (1994:6) learning environment, often referred to as part of the invisible curriculum, can have a positive effect on student pro-social values. For example, students working in cooperative learning groups demonstrate greater mutual concern for one another. They are more accepting of students with disabilities, and they learn to interact better with students of other racial and ethnic groups through cooperative learning activities.

Several shared characteristics of school seem to have a strong positive impact on the development of student values. For example, if learners are provided with opportunities to participate in the life of their school, and are also expected to behave responsibly, they change their behaviour accordingly. Good character is fostered by orderly school and classroom environments and by clear rules, which are fairly enforced. Research suggests that discipline,

which students may help to establish, is an essential element in effective moral education (Leming 1993 cited in Titus 1994:6).

To effectively teach character education educators must follow the rules and show respect for all learners. "Do as I say, not as I do" definitely does not work. Educators earn respect by being fair, genuine, hardworking, caring, and good listeners. They communicate their commitment and high expectations for their students. What an educator does is more important than what he/she says, action speaks louder than words.

"How can the students heed the advice of the teachers if the teachers themselves do not practice what they preach? If the cow is grazing in the field can we expect the calf to remain a mere witness? The calf naturally follows the cow. The relationship between the teacher and the student should be like that of cow and calf. It means the teachers should treat the students as their own children. But today one does not find such relationship between the teacher and the student" (Darshan 1999:3).

2.5 SYNTHESIS

This chapter dealt with the literature study on values in education. It became evident that educators really need support to implement values in education.

Research design will be dealt within the forthcoming chapter.

CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter presents a discussion of the research methodology developed to explore the aim of this study. Firstly, a justification for the research methodology chosen is provided. Secondly, the data collection method is discussed, and finally the procedure employed for data analysis is described.

3.2 RESEARCH DESIGN

A research design is a plan, structure and strategy of investigation conceived so as to obtain answers to the research questions and/or problems. (Kerlinger, 1986:279). It is a complete scheme or programme of the research (Kerlinger, 1986:279). The research design describes the procedures for conducting the study, including when, from whom and under what conditions data was obtained. Its purpose is to provide the most valid, accurate answers as possible to the research questions (McMillan & Schumacher, 1993:31).

A research design may be qualitative and/or quantitative in nature. According to Creswell (1998:15), "qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting." A quantitative research design, in contrast, adopts a positive philosophy of knowing the emphasised objectivity by using numbers, statistics and experimental control to quantify phenomena (McMillan & Schumacher, 1993:32). A qualitative research design was selected for the purposes of this study because it contains features which enabled the researcher to obtain fuller descriptions and to attain depth of information for a better understanding of the phenomenon under investigation.

3.2.1 Features of a qualitative research design

A qualitative research design has five outstanding features, namely,

- ✓ Assumptions about the world;
- ✓ Goals;
- ✓ Multi-method strategies;
- ✓ Researcher's role; and
- ✓ Context sensitivity

For the purpose of justifying and providing a context for the choice of qualitative design for this study, the above-mentioned features will be briefly described below.

3.2.1.1 Assumptions about the world

Qualitative research is based on phenomenological research traditions. It assumes that multiple realities are socially constructed through individual and collective definitions of the situation. Data consists of words in the form of rich verbal descriptions (McMillan & Schumacher, 1993:14).

3.2.1.2 Goals

Qualitative research is concerned with understanding social phenomena from the participant's points of view. It enables the researcher to collect and present information about the subjects. Thus, people's individual and collective social interactions, beliefs, thoughts and perceptions are analysed and described.

3.2.1.3 Multi-method strategies

Researchers study participant's perspectives with interactive strategies (observation and interviews) and non-interactive strategies (use of documents). Typically an emergent design is used and the researcher makes decisions about data collection strategies during the study (McMillan & Schumacher, 1993:15). The researcher therefore, refrains from assuming the role of the expert. Instead the participants are the experts and interaction with participants dictates an evolving design.

3.2.1.4 Researcher's role

Qualitative researchers become immersed in the situation, past or present, and in the phenomenon being studied. This occurs through the researcher's participation in a research role or through historical empathy with participants in past social events (McMillan & Schumacher, 1993:15).

3.2.1.5 Context sensitivity

The qualitative researcher believes that human actions are strongly influenced by the settings in which they occur. According to McMillan and Schumacher (1993:15) "qualitative research develops context-bound generalisations," however, it must be highlighted that in some instances research conducted may lead to findings that could be applied to other contexts, settings or to other groups. In qualitative research, an attempt is made to investigate behaviour as it occurs naturally in which there is no conscious manipulation of conditions or experiences. Although this is the ideal, it is also true that the very acts of reflection or interview may influence participant's experience.

3.3 RESEARCH SETTING

3.3.1 Schools

This study was conducted at Public High Schools in the Bojanala West Region in the North West Province of South Africa. Public Schools are under the control of the Government, the Government pays educators, but there are also temporary educators who are paid by the School Governing Body.

3.3.2 Access to the research setting

The Managers of the four Area Project Offices granted access to Schools (see appendix C). This permission helped to obtain assistance and cooperation from the School managers and the educators.

3.3.3 Ethical measures

Ethics are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad (McMillan & Schumacher, 1993:182). Qualitative researchers need to be sensitive to ethical principles because of their research topic, face-to-face interactive data collection, an emergent design and reciprocity with participants (McMillan & Schumacher, 1993:397). The following formed the code of ethics employed for the purpose of this study.

3.3.3.1 Confidentiality and anonymity

Participants in this study were contacted by means of telephone call followed by a visit. During the visit to each participant, they were "informed of the purpose of the study and were assured of confidentiality and anonymity" (McMillan & Schumacher, 1993:398). Educators who agreed to participate in the study were requested to provide convenient dates and times for individual



interviews. Individual interview times were more flexible, with most educators being interviewed after school, which proved to be the most favoured time. Participants were informed that they would be given their transcript to check and modify if necessary.

3.4 DATA COLLECTION

3.4.1 Pilot interviews

Pilot interviews were conducted prior to the actual individual interviews sessions to evaluate the questions in the interview guide. Evaluation of the questions for the interviews was based on the suggestions made by Pole and Lampard (2002:135-136). These are the following:

- ✓ Are the questions asked clearly specified and unambiguous?
- ✓ Are questions asked in a linear and incremental manner so that questions follow a logical order?
- ✓ Do the questions asked provide latitude for a range of different views?
- ✓ Were any questions inappropriate from a cultural perspective?
- ✓ Does the interviewer probe and seek clarification on responses where necessary?
- ✓ Does the interview come to a conclusion by allowing any loose ends to be tied up?
- ✓ How effective and unobtrusive is the recording process?
- ✓ How much of time is required to answer questions with sufficient room for conversation?

Based on comments and suggestions provided by interviewees in the pilot interviews, some of the questions on the interview guides were rephrased.

3.4.2 Individual interviews

According to Pole and Lampard (2002:126) an individual interview is "a verbal exchange of information between two or more people for the principal purpose of one gathering information from the other(s)." Individual interviews were conducted with educators, Heads of Departments and School managers who had agreed to participate in the study. At the end of an interview, the interviewee was requested to reflect on the overall interview process and then thanked for his/her time and information. All interviews were audio taped.

3.5 QUESTIONNAIRES

A questionnaire is the most widely used technique for obtaining information, as it is relatively economical. It has standardised questions, ensures anonymity and questionnaires can be tailor made to fit the research objectives (McMillan & Schumacher, 1993:239). According to Walonick (1997-2003:5) the following are the advantages and disadvantages of written questionnaires

3.5.1 Advantages of written questionnaires

- ✓ Questionnaires are very cost effective when compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographic areas.
- ✓ Questionnaires are easy to analyse. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.

- ✓ Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.
- ✓ Questionnaires reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent.
- ✓ Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his own time-table. Unlike other research methods, the respondent is not interrupted by the research instrument.

3.5.2 Disadvantages of written questionnaires

- ✓ One major disadvantage of written questionnaires is the possibility of low response rates. Low response is the curse of statistical analysis. It can dramatically lower our confidence in the results.
- ✓ Another disadvantage of questionnaires is the inability to probe responses. Questionnaires are structured instruments. They allow little flexibility to the respondent with respect to response format. By allowing frequent space for comments, the researcher can partially overcome this disadvantage.
- ✓ When returned questionnaires arrive in the mail, it is natural to assume that the respondent is the same person you sent the questionnaire to. This may not actually be the case. Many times business questionnaires get handed to other employees for completion. For a variety of

reasons, the respondent may not be who you think it is. It is a confounding error inherent in questionnaires.

3.6 DATA ANALYSIS

According to Bogdan and Biklen (1982) data analysis refers to a process of systematically searching and arranging interview transcripts, field notes and other materials that a researcher accumulates to increase his/her understanding and to be able to present what he/she has discovered.

Qualitative data was analysed through the use of SPSS computer program; frequencies, percentages and means were calculated to represent data.

Analysis was based on themes as indicated in the questionnaire. Pie charts, bar charts, scatter-plot and line graph were drawn to give a pictorial representation of the results.

3.7 SYNTHESIS

This chapter dealt with research design. The research methodology, research approach, method of data collection and procedure employed for data analysis were described.

Data will be analysed and interpreted in chapter four

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter discusses the data analysis and interpretation of the research results. The questionnaire used in this study was carefully analysed to ensure that data gathered was presented clearly, through the use of SPSS computer program frequencies, percentages and means were calculated to represent data. Analysis was based on themes as indicated in the questionnaire. Pie chart, bar charts, scatter-plot and line graph were drawn to give a pictorial representation of the results.

A qualitative approach was used as it allows researchers to develop concepts, insights and an understanding from patterns in the data that was collected. According to Blaxter, Huges and Tight (2001:65) qualitative research is concerned with understanding behaviour from the actor's own frame of reference, it is close to data and is grounded on discovery, it is explanatory and descriptive. Qualitative data was collected by questionnaires and interviews.

The questionnaire comprised two sections with a total of 21 structured closed questions that were developed to ensure rigour and objectivity of data.

SECTION A

This section contained 7 questions under the heading *biographical information* and comprised the following sections:

- i. Gender
- ii. Age category

- iii. Home language
- iv. Marital status
- v. Area Project Office
- vi. Present position
- vii. Learning area teaching

SECTION B

This section contained 14 questions under the heading *educators’ perceptions of the key Constitutional values in education.*

4.2 DATA ANALYSIS

4.2.1 Demographic data

In this section, the gender distribution, age distribution, home language, marital status, area project office, present position learning area taught of the population is illustrated through charts and interpreted.

4.2.1.1 Gender distribution

The gender distribution of the respondents is depicted in figure 4.1

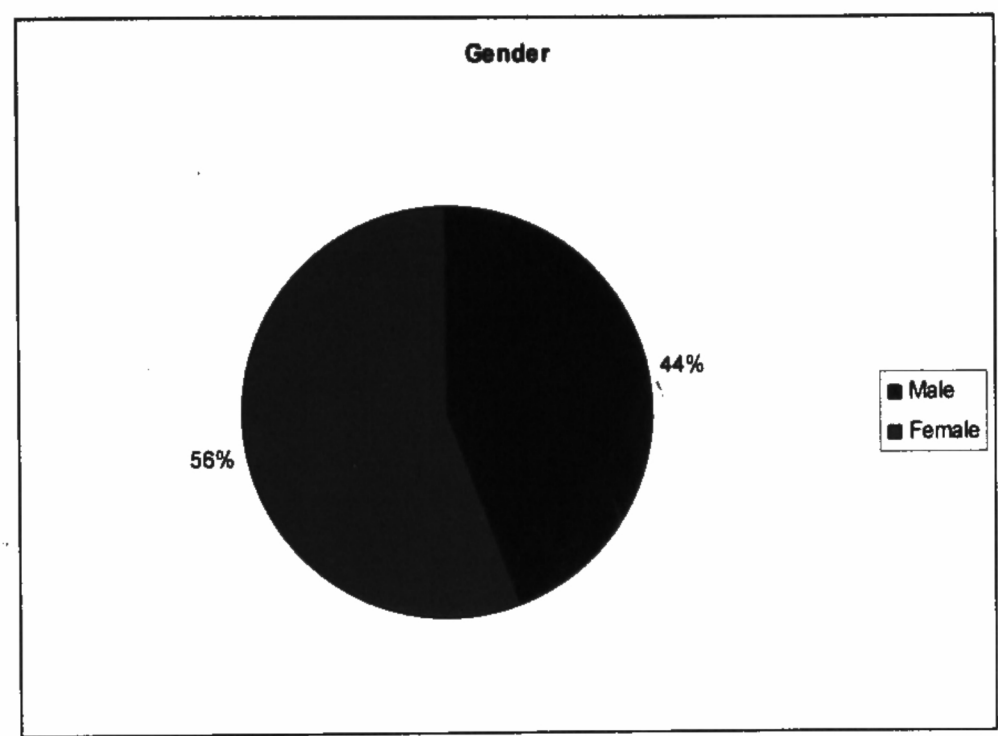


Figure 4.1

Gender distribution (n = 197)

According to the findings, of the 197 respondents included in the study 56% were females, whilst 44% were males, indicating that teaching is dominated by females. This is important for the study since women are generally known to show concern with regard to the correct upbringing of children and the transfer of societal values to the youth.

4.2.1.2 Age distribution

The age distribution of the respondents is depicted in figure 4.2

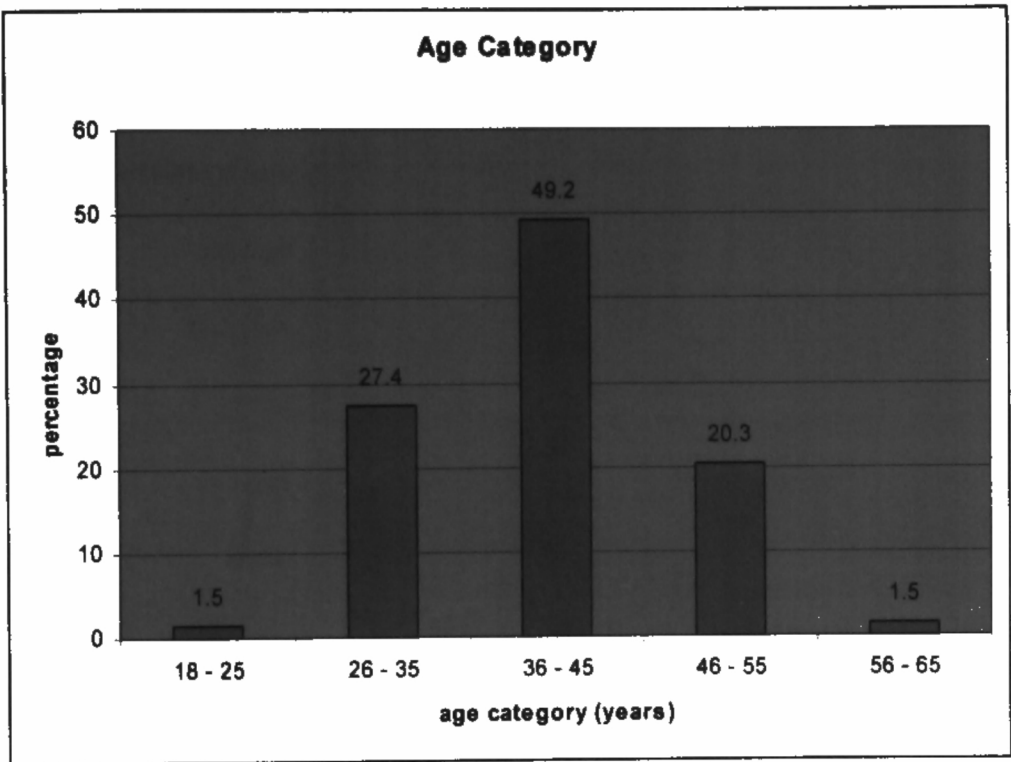


Figure 4.2

Age distribution (n = 197)

Of the 197 respondents, the majority (49.2%) were between the age of 36 and 45 years of age. About 27.4% were between 26 and 35 years of age and 20.3% were between 46 and 55 years of age. Minority of the respondents who fell between 18 and 25 and between 56 and 65 years of age accounted for only 1.5% of each age category. This is good for the study because those educators who are between the age of 36 and 45 years of age are well experienced and they can serve as good role models to the learners, they also still have the energy to implement new curriculum reforms.

4.2.1.3 Home Language distribution

The home language distribution of the respondents is depicted on figure 4.3

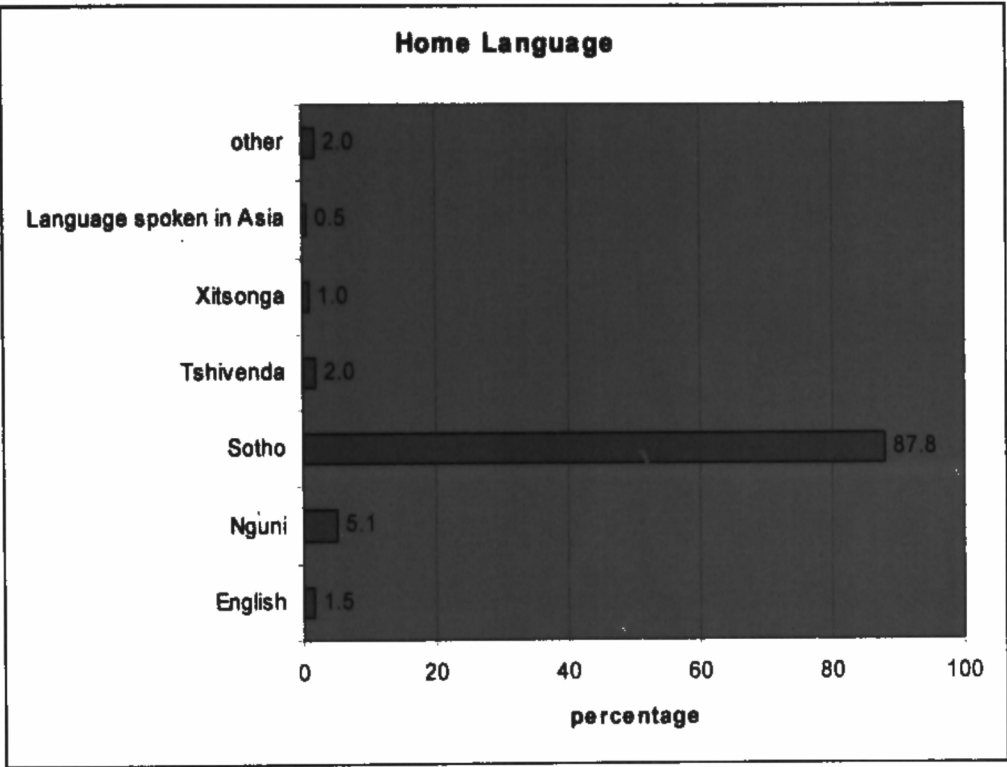


Figure 4.3

HOME LANGUAGE DISTRIBUTION (n = 197)

A large number of the respondents (87.8%) indicated their home language as falling within the Sotho language group, which comprise of Sesotho, Setswana, and Sepedi; 5.1% of the respondents' home language fell within the Nguni language group comprising of isiZulu, isiXhosa, isiNdebele, Siswati. Tshivenda and other languages fell in the 2.0% mark. English as a home language fell in the 1.5% mark whilst languages spoken in Asia fell in the .5% mark.

4.2.1.4 Marital status distribution

The marital status distribution of the respondents is depicted on figure 4.4

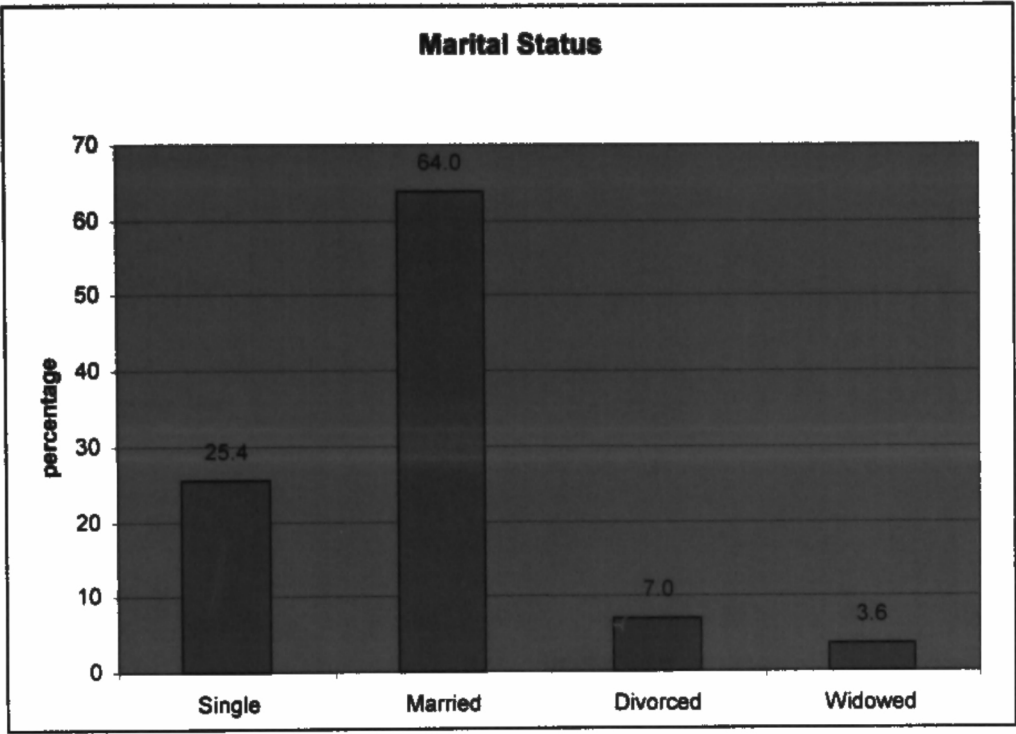


Figure 4.4

MARITAL STATUS DISTRIBUTION (n = 197)

Of the 197 respondents included in the study 64.0% are married, 25.4% are single, 7.0% are divorced whilst only 3.6% are widowed. It is generally believed that married educators could become good role models when it comes to imparting certain societal values to learners, for example, respect, tolerance, responsibility, to name just a few. This does not mean that divorced and widowed educators cannot impart societal values to learners, they can also in their own way be role models for values such as human dignity (Ubuntu), self-reliance, etc.

4.2.1.5 Area Project Office’s distribution

The area project office’s distribution is depicted on figure 4.5

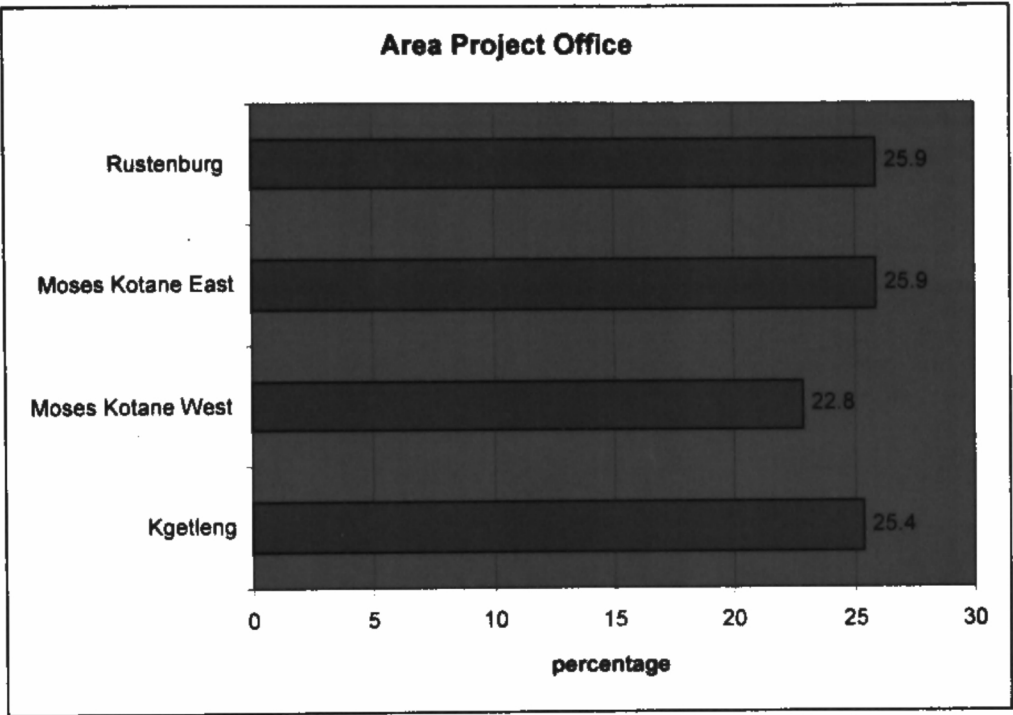


Figure 4.5

AREA OFFICE’S DISTRIBUTION (n = 197)

The majority of the respondents (25.9%) came from Moses Kotane East and Rustenburg area project offices respectively, whilst Kgetleng area project office was represented by 25.4% and Moses Kotane West accounted for 22.8%.

4.2.1.6 Present position

The present position distribution of the respondents is depicted on figure 4.6

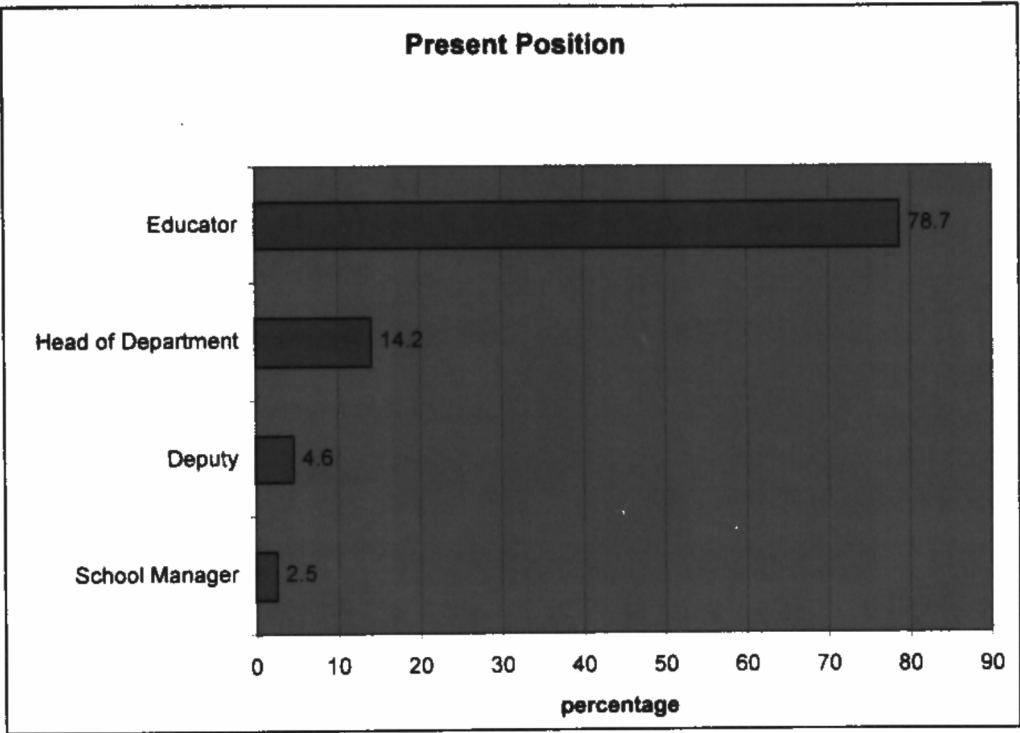


Figure 4.6

Of the 197 respondents in the study 78.7% were educators, 14.2% were Heads of Departments, 4.6% were Deputy School Managers, whilst only 2.5% were School Managers. This serves the study well because educators are the ones who are in touch with the learners on a daily basis.

4.2.1.7 Learning area

The learning area teaching distribution is depicted on figure 4.7

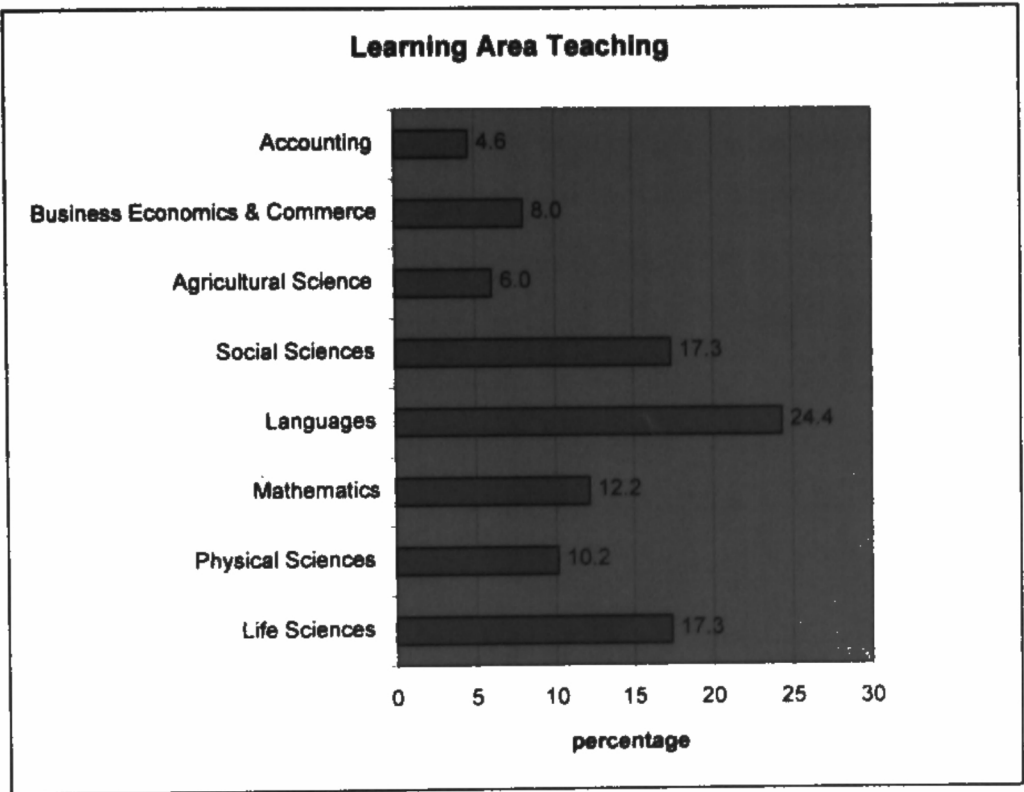


Figure 4.7

Of the 197 respondents on the study 24.4% are teaching Languages, that is, some are teaching first additional language whilst others are teaching second additional language). Those teaching Life Sciences account for 17.3% as well as those teaching Social Sciences. Those teaching Mathematics account for 12.2%, Physical Sciences 10.2%, Business Economics and Commerce 8% and Accounting 4.6%.

4.3 DESCRIPTIVE DATA ANALYSIS

4.3.1 Percentages of respondents agreeing (agree & agree totally) with the values statements

About 66.0% of the respondents agree (*Appendix A*, item 2.2) that the concept of democratic values in education is primarily about attitudes, communication and how people view one another. Almost all 61.6% respondents agree (item 2.3) that good character is a set of objective values that a person possesses and practice, and 50.3% of respondents agree (*Appendix A*, item 2.5) that values are important for the personal, intelligent and emotional development of the individual. About 53.1% agree (*Appendix A*, item 2.10) that parents and educators impart values to children through their own words and actions.

COMMENT: This means that democratic values must be reflected in the way educators work and relate to the learners, the opportunities they give the learners to participate in, individual decision making and choices made for the whole group. The learners must be seen as individuals but also as part of a group. This means planning and developing a classroom climate where both the learning/teaching process and the hidden curriculum of interpersonal relationships:

- promote effective learning
- stimulate personal, intelligent and emotional development of the learner
- encourage openness and negotiation
- allow learners to take responsibility for their own learning

To achieve the above stated objectives, every classroom must reflect:

- respect for each individual
- respect for self

- respect for a variety of cultures
- a sense of belonging to the community of the classroom
- caring, consideration and empathy
- learner autonomy
- Rights, responsibilities and rules
- Trust, a sense of valuing the individual

4.3.2 Percentages of respondents agreeing (agree and totally agree) with the teaching of values

About 53.9% of the respondents agree (*Appendix A*, item 2.1) that there is a serious moral breakdown in our schools and society, and the majority (45.6%) of the respondents agree (*Appendix A*, item 2.4) that emphasis on teaching values is a solution to violence, social problems and lack of respect in our society. Furthermore, 59.7% of the respondents agree (*Appendix A*, item 2.9) that teaching values can help a child to rise above adversities such as dysfunctional families, abuse, poverty and deprivation. A further 62.9% of the respondents agree (*Appendix A*, item 2.11) that in teaching values, schools will be instrumental in giving unity and social cohesion to our diverse nation. It comes out quite clearly that there is a strong affirmation that teaching values will help to address social problems and that the school is the primary catalyst in this endeavour. *Appendix A*, Items 2.6; 2.7 and 2.8 clearly indicate that educators are expected to play an important role in imparting values to learners with respective agreement of 50.0%; 47.2% and 50.3%.

COMMENT: This means that all schools should support the values in education initiative by promoting in learners:

- independence of mind
- consideration for others
- a sense of fairness, together with a respect for justice and the rights of others.

- respect for ways of life, opinions and ideas different from one's own, provided they are based on consideration for others.
- a commitment to the promotion of democratic processes
- a concern for the well-being of themselves, other individuals and society.

Appendix A, Items 2.11.1; 2.11.2 and 2.11.3 respectively indicate 54.6%, 48.5% and 43.9% agreement that teaching the key constitutional values (*Appendix A*, item 2.11) will indeed help to reduce negative learner behaviour, improve academic performance and prepare young people to be responsible citizens and productive members of our society.

COMMENT: This means using teaching approaches that encourage and validate the participation of all learners in a class. It also means providing educational experiences that develop and extend the learners' interests and enthusiasm along with the capacity for critical reflection.

4.3.3 Rating of perceptions

The rating of perceptions where (1= Strongly disagree, 2= Disagree, 3=Agree, 4= Strongly agree) and the average of each item was calculated for valid responses.

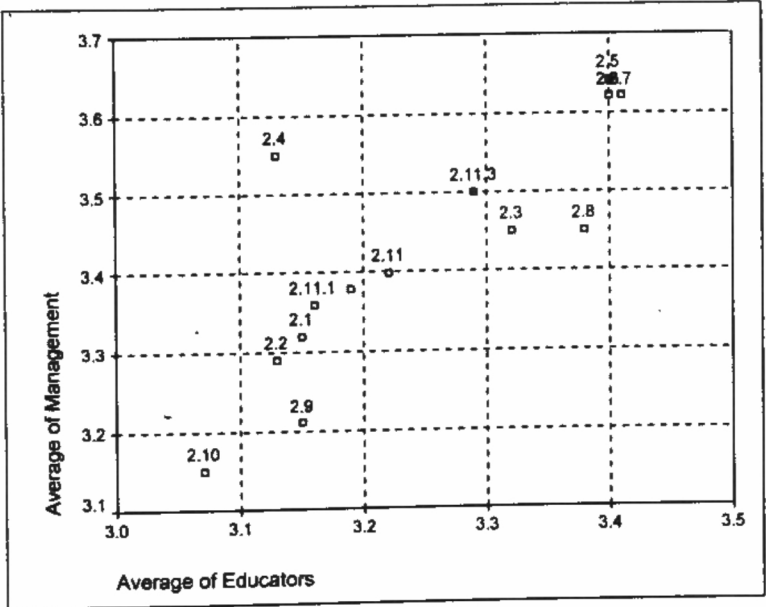


Figure 4.8

Managers and educators rated *Appendix A*, items 2.5; 2.6 and 2.7 as the top three by ranking the average per item. These are clearly shown on the scatter-plot of **figure 4.8**, it shows that when average rating of educators increases the management rating also increases. The line graph **figure 4.9** also shows that the management score is always higher than the educators' scores.

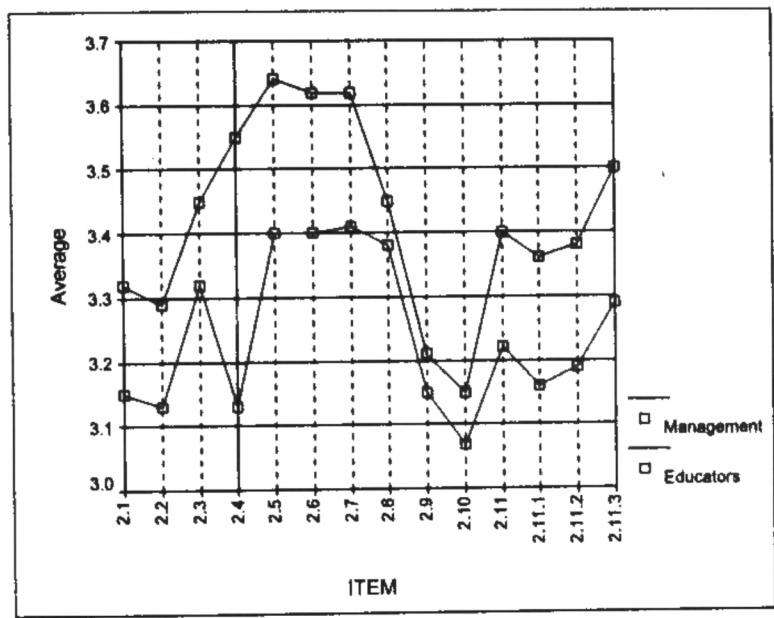


Figure 4.9

Hence in *Appendix A*, item 2.4 the difference is largest, whereby 92.9% managers agree and 84.9% of educators agree. This means that there is a notable number of educators who feel that, it is not their primary responsibility to provide solution by teaching values to address violence, social problems and lack of respect in the society. The same items were also highly ranked by the Area Project Offices. The ranking is clearly mostly above 2.5 (mid range) which clearly indicate skewness to agreement with the statements in the highlighted items. **Figure 4.10** is shown to highlight area project offices, indicating that Kgetleng score is always higher.

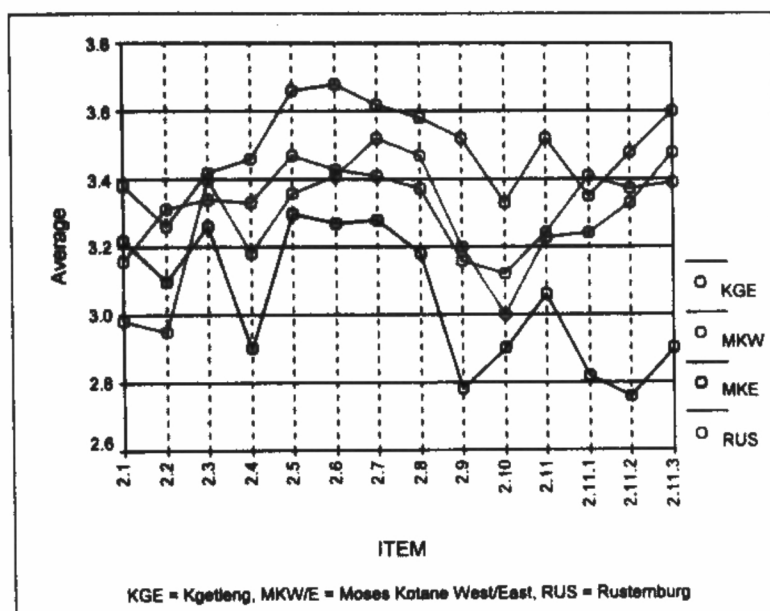


Figure 4.10

The overall perceptions of respondents in the study about values in education indicate that most agree with many items of Table 4.2.

4.4 EDUCATOR PERSPECTIVES ON VALUES

This section is based on a series of interviews involving ten educators who provided an account of their perceptions of values in education.

QUESTION ONE

What is your view or understanding of the key Constitutional values as outlined in the Manifesto on values, education and democracy?

Educators commented positively on the following fundamental values and they even indicated the positive contributions that these values could add to the teaching and learning.

4.4.1 Respect

"We have to treat everyone as a human being irrespective of gender, tribe, etc. We have to consider and respect other people's ideas and value their

contributions". This value was mentioned in conjunction with **tolerance** by most interviewees.

4.4.2 Punctuality

Punctuality was the second most important value mentioned. "To develop a habit of being on time for any educational activity" one interviewee said. "Time is very important, and in order to start our lessons on time and to maintain class **discipline**, we need to be on time", one interviewee said.

4.4.3 Responsibility

"Learners are expected to learn very hard and to do their work and educators must also honour their lessons and avoid being absent from classes and doing their own businesses during school time", one interviewee said.

4.4.4 Democracy/equality

"To be valuable citizens and leaders in a democratic South Africa, we should practice and live out democracy by getting involved in discussions and decision making processes", one interviewee commented.

4.4.5 Discipline

"If there is no discipline, learners and educators are unable to reach their goals", another interviewee responded.

4.4.6 Cooperation

"Educators should help one another by sharing resources and ideas, work as a team, practising **forgiveness** and being **loyal** to one another and to the employer", commented one interviewee.

4.4.7 Honesty

"No false excuses for not being in class", commented one interviewee.

QUESTION TWO

Is it possible to teach and give nothing of yourselves?

Interviewees were unanimous in their agreement that it is not possible to teach without *"giving something of themselves"*. This indicates that they realise that they are important transmitters of values. "Whatever one does, learners follow through because they idolise us as their educators", one educator commented. "If I do my work well and show commitment, my students will respect me and show commitment to their work as well. Educators should remember that they are role models, they have to check what they do in front of the learners," another educator commented.

QUESTION THREE

What values are promoted in your school and how is this done?

The majority of the interviewees mentioned Christianity as the main value, this encompassed values such as respect, responsibility, discipline. Others referred me to their school's motto, which pointed to punctuality, honesty and truthfulness, amongst others.

QUESTION FOUR

Is it important to teach values? This question asked respondents to give reasons why they perceived the teaching of values as important.

The following responses were given by the interviewees:

- Important for personal growth.
- Reinforces what is taught at home.
- Reinforces the teaching of culture and beliefs.

4.4 SYNTHESIS

In this chapter the researcher analysed and presented an interpretation of the findings of the study.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 SUMMARY

The aim of the study was:

- To investigate the educators' perceptions of the key Constitutional values in the curriculum of Bojanala West Region (North West Province).

Chapter two presented a literature study on values in education, the views gathered from the literature study informed this study. The research instruments were based on this theoretical background.

Chapter three dealt with the research design. This chapter presented a discussion on the research methodology employed to explore the main aim of this study. Firstly, a justification for the research methodology chosen was provided. Secondly, the data collection method was discussed, and finally the procedure employed for data analysis was described.

Chapter four dealt with data analysis and interpretation of the research results.

Chapter five presents the study's findings, recommendations and conclusions.

5.2 FINDINGS

The main points to emerge from responses of questionnaires and interviews were as follows:

5.2.1 Values in the school curriculum

A recognition that values are indeed inherent in the school curriculum, however, it became clear that educators are not aware that an explicit consideration of values should inform their daily preparation for teaching.

5.2.2 Educators' concerns

Educators highlighted a concern that any attempts to give greater prominence to values in education should be done through the existing curriculum framework and not become an added imposition. However, they recognised that the social and emotional development of the learners should be important elements of the educational process.

5.2.3 Over-emphasis on cognitive dimensions of curriculum

A recognition by educators that there is an over-emphasis on the cognitive dimensions of the curriculum. Because of the demand for a high pass rate, educators are always preoccupied with curriculum content and the cognitive development of the learners to the detriment of concerns for personal, social, moral and emotional development of the learners.

5.2.4 Reflection to teaching values

A recognition that educators had not given considered thought and reflection to the values dimension of their teaching.

5.2.5 Values in education

Educators recognise the critical importance of a broad and balanced education and are supportive of the notion that the area of values in education should receive more attention.

5.3 RECOMMENDATIONS

5.3.1 Schools should support values in education initiative by promoting in learners:

- Independence of mind
- Consideration for others
- A sense of fairness, together with a respect for justice and the rights of others.
- Respect for ways of life, opinions and ideas different from one's own, provided they are based on consideration for others.
- A commitment to the promotion of democratic processes.
- A concern for the well-being of themselves, other individuals and society.

The above objectives present challenges and opportunities for schools in a number of ways;

5.3.1.1 School policies

School policies should recognise the importance of the values dimension in all aspects of the curriculum; be collaboratively planned with all stakeholders and be reviewed regularly.

This means fostering a management style that points up the importance of collaboration, positive and supportive relationships, consensus building and consistent monitoring and evaluation procedures.

5.3.1.2 Classroom climate

Every classroom should reflect respect for each individual, respect for self, respect for a variety of cultures, a sense of belonging to the community of the

classroom, caring, consideration, empathy, co-operative working skills, learner autonomy, responsibility, trust and appreciation of learning.

This means planning and developing a climate where both learning and teaching promote and encourage openness and negotiation and allow learners to take responsibility for their learning.

5.3.1.3 Physical environment of the school

This should promote a sense of well-being; it should be welcoming, comfortable, colourful, attractive and ever changing.

This means taking every opportunity to promote a welcoming and reassuring atmosphere in the school and in the classrooms. This can be achieved through; welcoming signs and notices; displays and exhibitions of students' work; recognition of cultural and ethnic diversity; warm and responsive interpersonal communications.

5.3.2 Raising awareness at whole school level

It is clear that the pervasive nature of values extends beyond the formal curriculum. This study has highlighted aspects of the informal and hidden curriculum which may have significant influence in determining the learning environment. Such aspects include the values communicated through extra-curricular activities, discipline policies, the physical environment and the nature of relationships within the school. It is clear that any approach through the formal curriculum needs to be complemented by an awareness of the values communicated by the school by less visible factors. Raising awareness at this level will necessarily involve staff development on issues related to values which affect the whole school.

5.3.3 Professional development programmes for educators

In recent years educators have been preoccupied with education reform and the teaching of new programmes of study. This has left little opportunity for reflection upon values and how they are communicated through the education process. Irrespective of how an engagement with values can be strengthened through the curriculum, any strategy will only succeed to the extent that measures are put in place to support educators' capacity to undertake the work. In practice this means creating more opportunities for educators to reflect on their own values and the implications for their professional role as educators. This would mean that specific attention be given to values in professional development programmes for educators at the following levels:

- Initial educator training
- Induction during the initial years of teaching
- In-service and professional development

5.3.4 A conducive climate for values teaching

In an effort to give the necessary support to schools for the creation of a climate in which the fundamental values of the constitution are reflected in the life of the school, the school manager, school management team and/or school governing body, should ensure that the following support is provided:

- Support for educators, in the form of in-service training with regard to values in education.
- Support for curriculum planning and the timetable to ensure that values are integrated into all learning areas.
- Encourage open dialogue and debate with all stakeholders in education about the values informing the institutional (schools) practices.
- Encourage a spirit of voluntarism and care amongst learners, educators and parents.

- Ensure the necessary funds for resources which encourage the appropriate values formation, such as sports fields, field trips, etc. are provided.

5.4 CONCLUSIONS

The development of a democratic culture depends on values and behaviours that are supportive of the practice of democracy. In a democracy there should be an emphasis on open-mindedness, fairness, cooperation, negotiation, compromise and accommodation. Values such as these are not inherited but are acquired through social interaction and learning. Education, both formal and informal can play a major role in developing democratic values, therefore, schools should be resourced fully in order for the conducive climate for values in education to exist. All role players within the educational arena should participate in creating a conducive climate for the acquisition of democratic values by the learners. Educators who are particularly influential and are in a better position should recognise the importance of the teaching of the key constitutional values, they should develop the capacity to integrate values into their teaching.

Bearing in mind the scope of this study, it is hoped that the recommendations derived from the findings will provide a bridge between research and practice. This could provide direction for the Department of Education in considering strategies that could be implemented to assist educators in their quest for the conveyance of key Constitutional values to the learners and build a better future for South Africa.

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APPENDIX A

Table 4.2 Educator Perceptions of Constitutional Values

	DT		DNRA		A		AT		Total	
	f	%	f	%	f	%	f	%	f	%
2.1 There is a serious moral breakdown in our schools and society	7	3.6%	16	8.3%	104	53.9%	66	34.2%	193	100.0%
2.2 The concept of democratic values in education is primarily about attitudes, communication and how people view one another			17	8.9%	126	66.0%	48	25.1%	191	100.0%
2.3 Goods character is a set of objective values that a person possesses and practice			3	1.6%	117	61.6%	70	36.8%	190	100.0%
2.4 Emphasis on teaching values is a solution to violence, social problems and lack of respect in our society	11	5.6%	15	7.7%	89	45.6%	80	41.0%	195	100.0%
2.5 Values are important for the personal, intelligent and emotional development of the individual	1	.5%	3	1.5%	98	50.3%	93	47.7%	195	100.0%
2.6 The school has an important role to play in the teaching and importing constitutional values to the learners			5	2.6%	98	50.0%	93	47.4%	196	100.0%
2.7 Educators are important transmitters of values			7	3.6%	92	47.2%	96	49.2%	195	100.0%
2.8 Educators should become facilitators of value articulation in the classroom			10	5.1%	99	50.3%	88	44.7%	197	100.0%
2.9 Teaching values can help a child to rise above adversities such as dysfunctional families, abuse, poverty and deprivation	9	4.6%	10	5.1%	117	59.7%	60	30.6%	196	100.0%
2.10 Neither educators nor parents can avoid teach/important values through their own words and actions	9	4.7%	23	12.0%	102	53.1%	58	30.2%	192	100.0%
2.11 In teaching values, schools will be instrumental in giving unity and social cohesion to our diverse nation	1	.5%	9	4.6%	122	62.9%	62	32.0%	194	100.0%
2.11.1 Reduce negative learner behaviour	5	2.6%	17	8.7%	107	54.6%	67	34.2%	196	100.0%
2.11.2 Improve academic performance	7	3.6%	17	8.7%	95	48.5%	77	39.3%	196	100.0%
2.11.3 Prepare young people to be responsible to be citizens and productive members or our society	8	4.1%	10	5.1%	86	43.9%	92	46.9%	196	100.0%

f = frequency; DT = Disagree Totally; DNRA = Do not really agree; A = Agree; AT = Agree Totally

E-mail: @uninwest.ac.zaInternet: <http://www.nwu.ac.za/>**SCHOOL OF POSTGRADUATE STUDIES****10 April 2006****To Whom It May Concern:**

This is to certify that Mr. MM MAKUNYE Student No: 10145362 is registered with North West University and is pursuing a Master's degree in education in the field of curriculum design and development. As a requirement for the fulfilment of the academic programme, he is expected to conduct field-based research.

It would be appreciated if you could accord him the necessary assistance to enable him to conduct the research at schools in your area.

Thank you your co-operation

Dr MW LUMADI (Director)



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TO : TO WHOM IT MAY CONCERN

FROM : MR E. R. GRADWELL
REGIONAL CHIEF DIRECTOR

DATE : Thursday, 6 April 2006

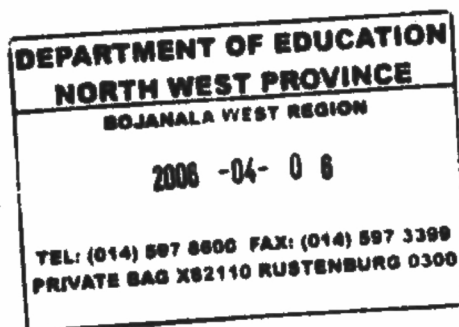
SUBJECT : A RESEARCH INITIATIVE

This serves to certify that Mr M. M. Makunye has been granted permission to conduct research in pursuit of his Master's Degree in the Bojanala West Region of the North West Department of Education.

The information collected will be treated with the highest confidentiality it deserves.

Please assist him in this regard.

Kind regards



MR E. R. GRADWELL
REGIONAL CHIEF DIRECTOR

APPENDIX D

TO: High Schools Site Managers
Bojanala West Region

FROM: Makunye M.M.
North West University (Mafikeng Campus)

Date: 22 May 2006

Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH

The Bojanala West Region Area Project Office Managers have granted me permission to conduct a research in the High Schools in the region.

I therefore request your permission to collect data in your school. The research is towards completion of M Ed. Degree in the Department of Teaching and Curriculum. This exercise comprise of two data collection methods, questionnaires and interviews.

Your co-operation and assistance in this regard will be highly appreciated.

Thank you for being part of this study.

Yours sincerely

Makunye M.M.
(Researcher)

APPENDIX E

SECTION A QUESTIONNAIRE

HIGH SCHOOL EDUCATORS IN THE BOJANALA WEST REGION – NORTH WEST PROVINCE

This questionnaire forms part of an investigation of educators' perceptions and practices of the key ***Constitutional Values*** in the Bojanala West Region. Please be honest and frank when answering the questions. Your completed questionnaire will be handled anonymously.

1. BIOGRAPHICAL INFORMATION

Please mark the appropriate block with X.

1.1	Gender	1. Male		2. Female	
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1.2	Age category	1. 18-25		2. 26-35		3. 36-45		4. 46-55		5. 56-65	
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1.3	Home language	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">1.</td><td>Afrikaans</td><td style="width: 15%;"></td></tr> <tr><td>2.</td><td>English</td><td></td></tr> <tr><td>3.</td><td>Nguni language group (isiZulu, isiXhosa, isiNdebele, Siswati)</td><td></td></tr> <tr><td>4.</td><td>Sotho language group (Sesotho, Setswana, Sepedi)</td><td></td></tr> <tr><td>5.</td><td>Tshivenda</td><td></td></tr> <tr><td>6.</td><td>Xitsonga</td><td></td></tr> <tr><td>7.</td><td>Language spoken in Europe</td><td></td></tr> <tr><td>8.</td><td>Language spoken in Asia</td><td></td></tr> <tr><td>9.</td><td>Language spoken elsewhere in Africa</td><td></td></tr> <tr><td>10.</td><td>Other</td><td></td></tr> </table>	1.	Afrikaans		2.	English		3.	Nguni language group (isiZulu, isiXhosa, isiNdebele, Siswati)		4.	Sotho language group (Sesotho, Setswana, Sepedi)		5.	Tshivenda		6.	Xitsonga		7.	Language spoken in Europe		8.	Language spoken in Asia		9.	Language spoken elsewhere in Africa		10.	Other	
1.	Afrikaans																															
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8.	Language spoken in Asia																															
9.	Language spoken elsewhere in Africa																															
10.	Other																															

1.4	Marital status	1. Single (never married)		2. Married		3. Divorced		4. Widowed	
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1.5	Area/Project Office	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">1.</td><td>Kgetleng Area</td><td style="width: 15%;"></td></tr> <tr><td>2.</td><td>Moses Kotane West Area</td><td></td></tr> <tr><td>3.</td><td>Moses Kotane East Area</td><td></td></tr> </table>	1.	Kgetleng Area		2.	Moses Kotane West Area		3.	Moses Kotane East Area	
1.	Kgetleng Area										
2.	Moses Kotane West Area										
3.	Moses Kotane East Area										

		4. Rustenburg Area	
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1.6	Present position	1. School Manager	
		2. Deputy	
		3. Head of Department	
		4. Educator	

1.7	Learning area teaching	1. Life Sciences	
		2. Physical Sciences	
		3. Mathematics/Mathematics Literacy	
		4. Languages	First additional
			Second additional
		5. Social Sciences	Geography
			History
		6. Agricultural Science	Travel & Tourism
			Home economics
		7. Business Economics & Commerce	
		8. Accounting	

SECTION B

2. EDUCATORS' PERCEPTIONS OF THE KEYCONSTITUTIONAL VALUES

Please mark the appropriate block with X or supply the relevant information.

2.1	There is a serious moral breakdown in our schools and society.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.2	The concept of democratic values in education is properly about attitudes, communication and how people view one another.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.3	Good character is a set of objective values that a person possesses and practices.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.4	Emphasis on teaching values is a solution to violence, social problems and lack of respect in our society.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.5	Values are important for the personal, intellectual and emotional development of the individual.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.6	The school has an important role to play in the teaching and imparting constitutional values to the learners.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.7	Educators are important transmitters of values.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.8	Educators should become facilitators of value articulation in the classroom.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.9	Teaching values can help a child to rise above adversities such as dysfunctional families, abuse, poverty and deprivation.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.10	Neither educators nor parents can avoid teaching/imparting values through their own words and actions.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.11	In teaching values, schools will be instrumental in giving civic unity and social cohesion to our diverse nation.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.11 I think teaching the key constitutional values will help to:

2.11.1	Reduce negative learner behaviour.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.11.2	Improve academic performance.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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2.11.3	Prepare young people to be responsible citizens and productive members of our society.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	5. I don't know
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Thank you for participating in this study

APPENDIX F

INTERVIEW SCHEDULE

TOPIC: Investigation of Educators' perceptions and practices of key Constitutional values in the curriculum of Bojanala West Region.

INTRODUCTION

Good afternoon, my name is Mathews Makunye, I am conducting research on the educators' perceptions and practices of the key Constitutional values, I would like you to feel free and respond to the questions without any fear. Please note that this interview is recorded and you will have access to the tape.

1. Could you briefly outline your teaching background and experience.
2. What is your view/ understanding of the key constitutional values as outlined in the Manifesto on values, education and democracy?
3. Is it possible to teach and give nothing of yourself?
4. What values would you say are promoted in your school and how is this done?
5. Is it important to teach values?
6. Have you received any professional development with regard to the teaching of values?

APPENDIX G: Extracts from Interviews

TRANSCRIPT

Aim of interview explained.

Interviewer: Could you briefly outline your teaching background and experience?

Interviewee A: I have been teaching for the last thirty three years in different parts of Africa. I started teaching in Nepal, another country next to India. I taught in Kenya for four years, teaching Mathematics and Science. I taught in Nigeria for seven years and in Lesotho for two years. I started teaching in South Africa (SA) in 1986 until today. I have worked as an educator at various schools until I was promoted to be a principal in this school.

Interviewee B: I started teaching from 1991, I started teaching Grade 10 which was then called standard 8, I went on to teach Grade 12. Over those years we have produced good results in matric. In 1996 I was promoted to head the department of English. I taught in one School for six months before going back to University to further my studies. When I completed my studies I joined this school, which is my second school since I started teaching.

Interviewee C: I started teaching in 1993 in this very school. I teach Geography from Grade 10 – 12. I am a sports person; I am a netball convenor, jam, that's it.

Interviewee D: I have been teaching for the past eleven years in this school. I teach Setswana from Grade 10 – 12. I have also taught Biblical studies when I started my teaching career.

Interviewee E: I have been teaching for the past thirteen years. I started teaching in a Middle school in this area before I joined this school after four years. I am presently a language teacher, I teach English.

Interviewer: What is your view or understanding of the key Constitutional values as outlined in the Manifesto on Values, Education and Democracy?

Interviewee A: It is good to have these values outlined as they are, if we can successfully implement them in schools and at home,

we will have a good country. For example, respect as a value is very important because we have to treat everyone as a human being irrespective of gender, tribe, etc. We have to consider and respect other peoples' ideas and value their contributions. We need to tolerate one another since we are not alike in thinking and otherwise. At school we need to encourage punctuality and responsibility. Learners are expected to learn very hard and to do their work and educators must also honour their lessons and avoid being absent from classes and doing their own businesses during school time.

In many countries that I have been to, the value system is very high because parents stay with their children while in South Africa we have single parents and many children are orphans, this is why the school should play a key role in shaping the learners behaviour.

Interviewee B: I have read the Manifesto on values and I would encourage all educators to read the Manifesto. Values of tolerance, cooperation, honesty, human rights, accountability are very relevant in a school set up. For example, if there is no discipline learners and educators cannot be able to reach their goals. Educators should help one another by sharing resources and ideas, work as a team, practice forgiveness and being loyal to one another and to the employer.

Interviewee C: Values are key to the success of any society. We have different value systems as individuals but we have to adhere to the values that are common to us all, the Constitutional values. To be valuable citizens and become leaders in a democratic South Africa, we should practice and live out democracy by getting involved in discussions and decision making process, be it at school or even at church. We need responsible and accountable citizens. Because we are different and multicultural, we need to be tolerant.

Interviewee D: I agree that cooperation and a sense of accountability are important for both learners and educators. The concept of democracy needs to be made clear to all that democracy goes hand in hand with responsibility.

Interviewee E: I am not sure if I will respond correctly to your question. Yes, I know the value of tolerance, accountability and the spirit of Ubuntu as the key values of our Constitution. I

- Interviewer: would like all values to be made clear to learners and educators; they can really help to eliminate violence. Is it possible to teach and give nothing of yourself?
- Interviewee A: No, it is not possible; the new system of education requires the development of the learner in totality. As teachers we are role models to our learners.
- Interviewee B: No, personally I am a moralist than just being a teacher. I always try to advise my learners about things that bring us down as Africans, for example, lack of responsibility and accountability.
- Interviewee C: No, I usually teach them the subject that I am supposed to teach but apart from that I always add some values to them, like, respect, working together as a group, respecting others' points of view, working together as learners and also to behave well in the class.
- Interviewee D: No, all the educators are role models to the learners, there is always something that they learn from you, so we need to be careful of what we do and say in the presence of our learners.
- Interviewee E: No, learners always copy what they see from their teachers, we are role models.
- Interviewer: What values would you say are promoted in your school and how is this done?
- Interviewee A: We adhere to the values of Christianity, we conduct assembly once a week and we have leadership skills workshops for our learners at regular intervals.
- Interviewee B: Since the motto of our school is "For Truth and Wisdom", we try to make sure that we produce responsible, accountable leaders of tomorrow. What we actually emphasise at this school is that learners should realize that their future lies in their hands, we are only here to guide them. We give them duties that requires the to practice honesty, accountability and responsibility, amongst others.
- Interviewee C: Christianity because it embraces all the Constitutional values. Learners should be involved in decision making activities in order to learn values of our country.

- Interviewee D:** I would say honesty, responsibility, punctuality, etc. There is no specific way of teaching values except by giving learners tasks in which they can practice these values.
- Interviewee E:** The values of discipline and hard working are highly emphasised in this school. Also, the value of Christianity.
- Interviewer:** Is it important to teach values?
- Interviewee A:** Yes, to shape the behaviour of our learners and make the responsible citizens. But values should not become an added workload on teachers.
- Interviewee B:** Of course yes, teaching values will reinforce what is taught at home.
- Interviewee C:** Yes, but not as a subject. Our culture will not be forgotten, we will be passing our values to our children.
- Interviewee D:** Yes, for the learners to know what the society expects from them in terms of behaviour.
- Interviewee E:** Yes, for the learners to grow well, knowing their culture.
- Interviewer:** Have you received any professional development with regard to the teaching of values?
- Interviewee A:** Yes, about four years back, I attended a course on values at Pretoria.
- Interviewee B:** To be honest I have not.
- Interviewee C:** No, but I got the knowledge from the church.
- Interviewee D:** No.
- Interviewee E:** No

All the interviewees were thanked for their time and sharing information with the interviewer..