

THE VALUES OF SECONDARY SCHOOL LEARNERS AND TEACHERS TOWARDS TRAFFIC SAFETY AND TRAFFIC SAFETY EDUCATION

MARRY LLALE

H.E.D., B.Ed.

Dissertation submitted for the degree Magister Educationis in the Graduate School of Education at the Potchefstroomse Universiteit vir Christelike Hoër Onderwys.

Supervisor: Prof. dr. N.J. Vreken

Assistant supervisor: Mrs. J.A. Rens

2003

Potchefstroom

ACKNOWLEDGEMENTS

I would like to extend my gratitude to the Almighty God, for given me the strength, courage and guidance to complete this research.

My acknowledgements and appreciation go to the following people for the role they played in making this research possible:

- Prof. N.J. Vreken, my supervisor, for his keen interest in my work, invaluable guidance, motivation and assistance in solving problems encountered in this study;
- Mrs. J. Rens for her generous contribution as my co-supervisor;
- The National Research Foundation (NRF) and Centre for Traffic Safety (CENETS) for their financial assistance during the study;
- The Statistical Consultation Service of the Potchefstroom University for Higher Education for their assistance with the statistical analysis of the research results;
- Mr. S. Kondile for his support and encouragement;
- Andronica Bogopane who helped with the analysis of the graphs;
- Mrs. Terblanche for language editing;
- Mrs. R. Vreken for formatting and technical aspects;
- The entire staff of the Ferdinand Postma Library, especially Mrs. M. Wiggill, for making it easy for me to access the information that was relevant to the study;
- The school principals, teachers and learners for their support and co-operation during the circulation of the questionnaires;
- Sello "Papa": the project is finalised, Thanks;
- My parents, Jacob and Monica Llaie. Thank you for your courage and devotion in seeing me through my academic difficulties and other life constraints, I love you for that;
- My sister and brothers, Francinah, Abe, Danny, Godfrey, Kabelo, Lesego and Obert. Thank you for your support, love and motivation and encouragement;

- My friends for their support;
- Finally, I would like to thank all those whose names do not appear here whereas they participated in this research.

ABSTRACT

Statistics regarding traffic collisions show that thousands of road users especially adolescents die annually on South African roads.

Effective and meaningful teaching of traffic safety education will contribute to equipping young road users with the relevant knowledge, appropriate skills and positive values in order to accomplish safe participation in traffic situations.

In order to realise the above-mentioned, aspects of traffic safety and safety education were studied. Special attention was given to the role values play in traffic situations.

In a literature study positive and negative values which play a role in traffic safety were identified. Questionnaires were compiled and distributed to teachers and learners of secondary schools in the Potchefstroom school district with the purpose of determining respectively their values towards traffic safety and traffic safety education as well as the role values play in the decision they have to make in certain traffic situations.

The respondents agreed on the importance of traffic safety and traffic safety education. All the teachers agreed that traffic safety education should be introduced at school.

It was also possible to identify values that play a role in the decisions one has to make during certain traffic situations.

It is recommended that traffic safety education should be introduced into secondary schools either as a separate course or integrated into the different subjects and that values that play a positive role in the decisions one has to make in traffic situations, should be emphasised.

TITLE

The values of secondary school learners and teachers towards traffic safety and traffic safety education.

OPSOMMING

Statistieke oor verkeersongelukke toon dat duisende padgebruikers, waaronder adolessente, jaarliks sterf op Suid-Afrika se paaie.

Effektiewe en betekenisvolle verkeersveiligheidsopvoeding sal help om jong padgebruikers toe te rus met die nodige kennis, toepaslike vaardighede en positiewe waardes vir veilige verkeersdeelname.

Ten einde bogenoemde te bereik is aspekte van verkeersveiligheid en verkeersveiligheidsopvoeding bestudeer. Spesiale aandag is gegee aan die rol van waardes in verkeersituasies.

Deur middel van 'n literatuurstudie kon positiewe en negatiewe waardes wat 'n bepaalde rol speel in verkeersveiligheid geïdentifiseer word. Vraelyste is saamgestel en aan onderwysers en leerders van sekondêre skole in die Potchefstroomse skooldistrik gegee om voltooi te word. Die doel was om vas te stel hoe belangrik hulle verkeersveiligheid en verkeersveiligheidsopvoeding beskou sowel as om te bepaal watter waardes 'n rol speel in bepaalde verkeersituasies.

Die respondente is dit eens oor die belangrikheid van verkeersveiligheid en verkeersveiligheidsopvoeding. Al die onderwysers het saamgestem dat verkeersveiligheidsopvoeding op skool aangebied moet word. Dit was ook moontlik om waardes te identifiseer wat 'n rol speel tydens die besluite wat geneem moet word tydens bepaalde verkeersituasies.

Dit word aanbeveel dat verkeersveiligheidsopvoeding ingevoer word in sekondêre skole. Dit kan óf as 'n aparte kursus ingevoer word, óf dit kan geïntegreer word in die verskillende skoolvakke en dat die kweek van positiewe waardes beklemtoon word.

TITEL

Die waardes van sekondêre skoolleerders en onderwysers teenoor verkeersveiligheid en verkeersveiligheidsopvoeding

TABLE OF CONTENTS

| | |
|---|-----------|
| Acknowledgements | ii |
| Abstract | iv |
| Opsomming | v |
| Table of contents | vi |
| Chapter 1 Introduction, problem statement and method of research | 1 |
| 1.1 Introduction | 1 |
| 1.2 Statement of the problem..... | 1 |
| 1.3 Problem questions | 3 |
| 1.4 Aims and objectives | 4 |
| 1.5 Method of research | 4 |
| 1.5.1 Literature study..... | 4 |
| 1.6 Empirical research | 5 |
| 1.6.1 Questionnaire | 5 |
| 1.6.2 Research population | 5 |
| 1.6.3 Statistical techniques..... | 5 |
| 1.7 Programme of research | 5 |
| 1.8 Plan of the study | 6 |
| Chapter 2 Values in education | 7 |
| 2.1 Introduction | 7 |
| 2.2 Definition of values..... | 7 |
| 2.3 Types of values..... | 11 |
| 2.3.1 Religious values | 11 |
| 2.3.2 Moral values | 12 |
| 2.3.3 Aesthetical values | 12 |
| 2.3.4 Social values | 13 |
| 2.3.5 Economic values | 13 |
| 2.3.6 Cultural values..... | 13 |
| 2.3.7 Authority values..... | 14 |
| 2.3.8 Environmental values | 15 |
| 2.3.9 Political values..... | 15 |

| | | |
|------------------|--|-----------|
| 2.3.10 | Physical values..... | 15 |
| 2.3.11 | Occupational values..... | 16 |
| 2.3.12 | Recreational values..... | 16 |
| 2.3.13 | Intellectual values..... | 17 |
| 2.3.14 | Time values..... | 17 |
| 2.3.15 | National values..... | 18 |
| 2.3.16 | Safety values..... | 18 |
| 2.3.17 | Legal values..... | 19 |
| 2.3.18 | Self-values..... | 19 |
| 2.3.19 | Life values..... | 20 |
| 2.3.20 | Emotional values..... | 21 |
| 2.4 | Value formation..... | 21 |
| 2.4.1 | How are values formed?..... | 21 |
| 2.5 | Moral development in adolescence..... | 22 |
| 2.5.1 | Kohlberg's Theory..... | 23 |
| 2.6 | Development of values through social relationships..... | 24 |
| 2.6.1 | The influence of schools on values..... | 24 |
| 2.6.2 | The influence of the church on values..... | 25 |
| 2.6.3 | The influence of the family on values..... | 25 |
| 2.6.4 | The influence of friends on values..... | 26 |
| 2.7 | Different ways of teaching values..... | 26 |
| 2.8 | Conclusion..... | 29 |
| Chapter 3 | Traffic safety education for secondary school learners..... | 30 |
| 3.1 | Introduction..... | 30 |
| 3.2 | Definition of terms related to traffic safety education..... | 31 |
| 3.2.1 | Traffic..... | 31 |
| 3.2.2 | Safety..... | 33 |
| 3.2.3 | Education..... | 34 |
| 3.2.4 | Traffic safety education..... | 36 |
| 3.2.5 | Accident..... | 37 |
| 3.2.6 | Collisions..... | 37 |
| 3.3 | The development of secondary school learners (adolescents)..... | 38 |
| 3.3.1 | Physical development..... | 38 |
| 3.3.2 | Cognitive development..... | 39 |

MB

| | | |
|------------------|---|-----------|
| 3.3.3 | Emotional development..... | 40 |
| 3.3.4 | Social development..... | 41 |
| 3.3.5 | Moral development..... | 42 |
| 3.4 | Adolescents as road users..... | 45 |
| 3.4.1 | Adolescents as pedestrians..... | 46 |
| 3.4.2 | Adolescents (secondary school learners) as passengers..... | 47 |
| 3.4.3 | Adolescents (secondary school learners) as cyclists | 48 |
| 3.4.4 | Adolescents (secondary school learners) as drivers | 50 |
| 3.5 | (Developments and improvement) in South Africa towards traffic safety education | 51 |
| 3.5.1 | South African initiatives to improve traffic safety ✓..... | 51 |
| ✗ 3.5.2 | Proposed road safety interventions 2005 | 53 |
| 3.5.3 | Education and public participation..... | 54 |
| ✓ 3.6 | Educational strategies in (traffic safety education)..... | 55 |
| ✓ 17B | 3.6.1 Traffic safety education in the curriculum (formal education) | 55 |
| | 3.6.2 Formal educational programmes..... | 56 |
| | 3.6.3 Integrating traffic safety | 56 |
| | 3.6.4 Goal of traffic safety education | 56 |
| | 3.6.5 Guidelines in presenting traffic safety education | 57 |
| 3.7 | Values which play a role in traffic safety | 58 |
| | 3.7.1 Positive values | 58 |
| | 3.7.2 Negative values | 60 |
| 3.8 | Conclusion | 61 |
| Chapter 4 | Empirical research..... | 62 |
| 4.1 | Introduction | 62 |
| 4.2 | Method..... | 62 |
| | 4.2.1 Description of the quantitative method or research | 62 |
| | 4.2.2 Characteristics of quantitative research | 63 |
| | 4.2.3 Questionnaire..... | 64 |
| 4.3 | Design of the investigation..... | 65 |
| | 4.3.1 The design of the questionnaires | 65 |
| | 4.3.2 The research population..... | 66 |
| | 4.3.3 Problems encountered | 66 |
| | 4.3.4 Teachers questionnaires | 67 |

| | | |
|--|--|------------|
| 4.3.5 | Venues for completing the questionnaires..... | 67 |
| 4.3.6 | Processing of data..... | 67 |
| 4.4 | Analysis and interpretation of the results | 68 |
| 4.4.1 | Demographic information of the learners (Section A of Questionnaire 1). | 68 |
| 4.4.2 | Learners' responses to the questionnaire..... | 71 |
| 4.4.3 | Demographic information of the teachers (Section A of Questionnaire 2) | 92 |
| 4.4.4 | Teachers' responses to Questionnaire 2..... | 92 |
| 4.5 | Conclusion | 101 |
| Chapter 5 | Summary and recommendations..... | 103 |
| 5.1 | Introduction | 103 |
| 5.2 | Summary..... | 103 |
| 5.3 | Realisation of the aims and objectives of the study | 104 |
| 5.4 | Main outcomes of the empirical study..... | 105 |
| 5.5 | Recommendations | 105 |
| 5.6 | Final Conclusion | 106 |
| References | | 107 |
| Appendix 1 | | 114 |
| Appendix 2 | | 115 |
| Appendix 3: Questionnaire 1 | | 116 |
| Appendix 4: Questionnaire 2 | | 121 |
| Appendix 5: Afrikaanse vraelys (leerders) | | 127 |

CHAPTER 1

1. INTRODUCTION, PROBLEM STATEMENT AND METHOD OF RESEARCH

1.1 Introduction

This study is being undertaken to determine the values of secondary school learners and secondary school teachers towards traffic safety and traffic safety education. This introduction present the statement of the problem, problem questions, aims and objectives and method of research.

1.2 Statement of the problem

Education has a formative effect upon learners as it influences and determines their future intellectual, social, moral, physical and emotional developments and also play a crucial part in shaping the lives of the learners. As such, education must not be approached in an aimless manner. That means teachers and schools have to stand for certain values. At times a debate has raged as to whether or not education should be concerned with values. As such, Straughan and Wringley (1980:4) state that "values must inform both the subject matter and the methods of any activity that is to count as education".

Education is regarded as a continuous life long process. In March 1995 the Government of South Africa announced plans to implement Outcomes Based Education (OBE) as training system through which they hope to attain this ideal (White paper quoted by Vermeulen,1997:11). Traffic safety education as part of Life Orientation will be included in the new structure. Stressing its significance, Joubert (as quoted by Dreyer *et al.*, 1999:11) maintains that "although the education departments were represented on the educational subcommittee and were in favour of traffic safety, as well as elementary traffic rules integrated in certain primary school subjects, effective traffic safety education did not come into its own right". Traffic safety though, will

always remain a matter of importance. People's lives depend on safe traffic conditions and actions. As such traffic safety education should be valued by teachers and learners. Proper traffic-related knowledge would increase learner's feelings of self-efficiency and cannot but lead to improved awareness of general safety measures. But effective traffic safety education is not a reality yet.

Lerner (1976:13) maintains that every actor in the drama of education, namely the teacher, student, administrator, and member of family or peer group is up to his/her neck in values. To this list media can also be added. It, for example, seems that the establishment of scholar patrols in schools shows reaction in developing positive values towards traffic safety and traffic safety education. When this is taken into account the need for both teachers and learners to have more knowledge about traffic safety becomes clear. In view of the foregoing, it is appropriate to state that traffic safety education requires education of a positive attitude towards traffic and the safe pedestrian or driver (Dreyer *et al.*, 1999:32).

Whitehead (1996:2) maintains that values encourage one to strive for knowledge and wisdom, treating people with respect, defending human rights, looking after the environment, safety, and traffic safety. Therefore, secondary school learners as pedestrians, passengers, cyclists and drivers should maintain high values regarding traffic safety. The statistics (South Africa, 1998) prove that many secondary school learners are killed and injured on the country's roads.

The statistics are as follows:

ALL POPULATION GROUPS 1998 . AGE: 15-19

| | Drivers | Cyclists | Pedestrians | Passengers |
|----------------|----------------|-----------------|--------------------|-------------------|
| Killed | 79 | 33 | 90 | 111 |
| Injured | 2000 | 616 | 1019 | 2049 |

One of the main problems that can arise in traffic safety education is the values of secondary school learners and teachers towards traffic safety in general and traffic safety education in particular. However, if traffic safety education is implemented in schools, learners will hopefully acquire the necessary knowledge, attitude, skills and

values to become responsible road users. If they do not consider it as important, the whole programme will not succeed. "The way in which you raise your children obviously determines the course of their future. So if you intend to educate them, make sure you include road safety" (Anon., 1987:20).

Against this background a number of issues, referred to under the problem questions, aims and objectives, came to the fore:

1.3 Problem questions

- What is the nature of values?
- What is the nature of Traffic Safety Education (TSE)?
- What are the values of secondary school learners and teachers towards traffic safety and TSE?

1.4 Aims and objectives

The aims and objectives of this study were:

- to determine (and describe) the nature of values (Chapter 2),
- to determine (and describe) the nature of TSE (Chapter 3), and
- to determine empirically the values of secondary school learners and teachers towards traffic safety and TSE (Chapter 4).

1.5 Method of research

In realising the need and objectives of this study secondary and primary literature were examined as sources. Questionnaires were also compiled and distributed to different participating schools.

1.5.1 Literature study

The theoretical and historical background of traffic safety education in South Africa as well as the values of secondary school learners and teachers were described by means of a literature study. Printed books, reference works, papers, reports and other official publications were used in the development of the theoretical background for this study. In supplementing the literature study, personal interviews were conducted where necessary. These interviews were aimed at clarifying issues that sounded ambiguous. A search in the NEXUS DATABASE and a DIALOG SEARCH in the ERIC database were undertaken.

1.6 Empirical research

1.6.1 Questionnaire

Questionnaires were developed for data gathering concerning values in traffic safety and traffic safety education, and were given to secondary school learners and secondary school teachers in order to get information needed to attain the objectives

1.6.2 Research population

Questionnaire 1 was given to a random sample of 20 learners from one Grade 9, one Grade 10 and one Grade 11 classes from each of the 8 secondary schools in Potchefstroom area (N = 580). Questionnaire 2 was given to three teachers of each participating school (N =24).

1.6.3 Statistical techniques

The Statistical Consultation Services of the Potchefstroom University for Christian Higher Education was consulted in the construction of the questionnaire and the selection of the appropriate statistical techniques.

1.7 Programme of research

- i) Literature study
- ii) Permission for research
- iii) Constructing questionnaire
- iv) Taking samples
- v) Taking down of questionnaires
- vi) Processing data
- vii) Interpreting and discussion of research results
- viii) Conclusion and recommendation

1.8 Plan of the study

The theoretical background of this study will serve the purpose of gathering more information on two important aspects related to traffic safety. Firstly, it intends to deal with the important aspects of values. Secondly, the theoretical background intends to deal with traffic safety and traffic safety education.

Chapter 2, which mainly deals with values, explains values in general, kinds of values, values in education and how values are formed. Traffic safety and traffic safety education are also key concepts in this study. Chapter 3 is aimed at sharing information in connection with these key concepts. In this chapter (Chapter 3) attention is paid to the definition of traffic safety, the different stages of development of secondary school learners (adolescents), the development and improvement of South Africans' attitude towards traffic safety education and educational strategies in traffic safety education. Values which play a role in traffic safety will be identified and discussed.

The determination of views of role players on issues related to values and traffic safety will be achieved by compiling, distributing, analysing and interpreting responses to questionnaires. This is done in Chapter 4. The data obtained from questionnaires distributed to different schools will be analysed to determine the views of these role players.

It should be noted that this study does not pretend to provide solutions to the problems of traffic safety. There is a need for further studies and research on issues related to traffic safety and traffic safety education. A number of recommendation regarding this will be provided in Chapter 5. The rest of the research work will also be summarised in chapter 5.

CHAPTER 2

2. VALUES IN EDUCATION

2.1 Introduction

In education serious attention is paid to preparing the child for life. It stands to reason that values should and would play an important role in every education-related discussion that takes place or has to be made. Lerner (1976:14) states that "life without values is empty, unformed and distorted." For this reason, then, it can be deduced that education is not meant to lead to empty lives. Education assists learners to value the important aspects of life and to make the best decisions. A review of the literature reveals that recent research on values is not as abundant as in most other research areas. In this chapter the researcher will rely on earlier sources (1960s and maybe earlier) as the basis when different definitions of values and types of values are considered. The focus will be on the formation and development of values and the development of the child to adolescence. The discussion will be based on and informed by Kohlberg's theory. In addition, the manner in which social relationships affect learners will be discussed. Finally, attention will be given to values in education, the role of values in the professional training of teachers and on different ways of teaching values. The researcher will focus mainly on aspects which are relevant to teachers and learners at secondary schools.

2.2 Definition of values

The difficulties with the use of the concept are the various ways in which the term is being used, the variety of terms with which it is accompanied or confused, and the interchangeable nature of the concept as such. Windmiller *et al.* (1980:202) and Allyn (1972:24) state that the term 'values' has been confused with terms such as attitudes, norms, beliefs, ideals, drives, needs, goals and interests.

Kluckhohn *et al.* (as quoted by Windmiller *et al.*, 1980:203), approach the meaning of the concept 'values' by considering how it differs from other concepts such as attitudes, norms, beliefs, ideals, drivers, needs, goals and interests. They state that values, as the term is generally used, differs from the ideals that people hold. "Ideals don't always imply a choice, values do". Values are distinct from beliefs. A person may hold a belief that something is true or false, correct or incorrect. Rokeach (as quoted by Windmiller *et al.*, 1980:203) makes the compelling point that needs and values are really two different words for the same concept, even lower animals could be said to possess a value system to the extent that they have needs. Attitude is another concept which is easily confused with values. Attitudes are more specific, while values are more global and may underlie a whole set of attitudes (Windmiller *et al.*, 1980:203). Norms and values differ in that many values may be expressed as norms and all norms are more concrete expressions or reflections on values, which Allyn (1972:24) claims are not always easy to separate. Interests differ from values in the sense that values are more enduring than interests; they are more closely related to the core of one's definition of oneself (Allyn, 1972:204).

The relationship between these terms is complex. Researchers give different explanations and definitions. Rokeach (1972:124) defines values as "a type of belief, centrally located within one's total belief system, about how one ought to or ought not to behave, or about some end-state of existence worth attaining." According to Thomas and Znaniecke (as quoted by Rokeach, 1972:124), "Value is a sociological concept, a natural object that has, in fact, acquired social meaning and consequently, is or may be an object of activity." A value is what is desired, felt as good, satisfactory, pleasant, interesting, positive or simply valuable (Garan, 1975:54). Ruhela (1990:11) explains values as an endeavour which satisfies the need system. Values are an expression of a deeper truth beyond and the basis of our lives (Haydon, 1997:7). Kluckhohn and Smith (as quoted by Rokeach, 1972:160), define a value as a single belief that guides actions and judgements across specific objects and situations.

A value is an imperative to action. In other words, values mean the way one feels and sees other things, for example, we may choose carrots at a meal not because we like carrots, but because we value good health. Smelser (as quoted by Joubert, 1992:31) defines values as a component of social action. Lovat and Schofield (1992:1) define a value as respect for the rights of individuals, honesty, responsibility and a range of other

moral, ethical and social concerns. Harding *et al.* (as quoted by Joubert, 1992:42), define values as mental constructs which cannot be seen, but can only be inferred from what people say or do, the judgements they make and their expressions of preferences. Neill (1998) defines values in the following way: “to acknowledge some features of things as a value is to take it into account in decision making, or in other words to be inclined to advance it as a consideration in influencing choice and guiding oneself and others.” Values refer to the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged to be good or desirable. Examples of values are love, equality, freedom, justice, happiness, security, peace of mind and truth (Halstead & Taylor, 2000:1). When Philosopher Baier (as quoted by Joubert, 1992:47) had to answer the question what values are, he projected some of his conceptual frustration onto sociologists. He suggests that the profusion of notions, terms and definitions, to the extent that it is seen as a profusion, is generated by four factors or conditions:

- Values are notions, ideas or conceptions in the minds of people.
- Values are appreciative, evaluative or normative notions, ideas or conceptions.
- Values are “notional”, more generally the relevant meaning of a “value” is to be found, and must be established in the particular situation of discourse or “language game”.
- The variation of notions, terms and definitions of values found in the social science follows from these disciplines’ attempts at sophistication of an ordinary, everyday word and idea.

Values are seen as constantly being related to the experiences that shape the lives of the learners. For a value system to result, all of the following seven quotations must apply (Purpel & Ryan, 1976:76):

- **Choosing freely**

If something is in fact to guide one’s life, whether or not authority is watching, it must be the result of a free choice. Values must be freely selected if they are to be really valued by the individual.

- **Choosing from among alternatives**

The definition of values is concerned with things that are chosen by the individual and, obviously, there can be no choice if there are no alternatives from which to choose.

- **Choosing after thoughtful consideration of the consequences of each alternative**

Impulsive choices do not lead to values as they are usually defined. For something to guide one's life intelligently and meaningfully, it must emerge from a weighing and an understanding.

- **Prizing and cherishing**

When something is valued, it is positive. It is prized, cherished, esteemed, respected, and held. A choice, even when made freely and thoughtfully, may be a choice not made happily.

- **Affirming**

When something is chosen freely, after consideration of the alternatives, and when one is proud of one's choice, glad to be associated with it, one is likely to affirm that choice when asked about it.

- **Acting upon choices**

When one has values, it shows up in all aspects of living. One may do some reading about things to which one attaches value. One is likely to form friendships or to be part of an organisation in ways that nourish one's values. One may spend time or energy for the sake of one's values. One may spend money on a choice that is being valued.

- **Repeating**

Where something reaches the stage of a value, it is very likely to reappear on a number of occasions in the life of the person that holds it. "It shows up in several different situations, at several different times."

From the distinctions made concerning values, it can be said that they are personal guides in human behaviour. This means that values are used in the assessment of behaviour along good or bad, appropriate or inappropriate and right or wrong. They deal with what ought to be, rather than simply with what is. People are willing to take risks in order to secure values.

2.3 Types of values

Bagarrette (1995:46), Straughan and Wringley (1980:178), Brundy (1977:140), Inlow (1972:19), Vrey (1982:25), Morgan (1974:85), Barber (1984:13) and Jones (1992:16) all state different types of values and classify them differently. Examining these different classifications, it seems as if Bagarrette's (1995:46) is the classification that is most suitable for this study. His typology of values will now be discussed.

2.3.1 Religious values

Religious values can be described as a feeling of being in the presence of or in communication with something holy or sacred, of something worthy of veneration and worship (Brundy, 1977:27). However, Barber (1984:11) distinguishes the term religious value with regard to educators as the place of values in religious education, value transcendent, values in evaluation of religious education and lists of Christian values. Bagarrette (1995:47) relates religious values to man and his view of life, attitude towards life, religion training, submissiveness and worship. Brundy (1977:260) defines religion as "the personal belief that one's most important values are sponsored by, or in harmony with, the enduring structure of the universe, whether they are sponsored by society or not." However, Brundy (1977:261) mentions that religious experience is also social because it represents a conflict of choice between good and evil. It is intellectual because the plot and character of this drama have to be understood.

2.3.2 Moral values

Values are the satisfactions and dissatisfactions that accrue the individual in the course of his/her attempts to make the right choices (Broudy, 1977:141). Sugarman (1973:38) and Broudy (1977:233) emphasise the fact that moral values involve a different sort of proposition, where the word “ought” is used, for example, it implies a freedom to choose, for it would make no sense to say that it ought to obey the law of the land. It seems as if moral values are concerned with good or bad in human behaviour and the distinction between right and wrong. However, Sugarman (1973:33) states that “the sense of moral obligations is being instilled in the child from early times, at first attached rather indiscriminately to the parents’ expectations of very different kinds. These include prohibitions such as not spilling food on the floor, not reading in bed, not telling lies and not setting fire to the house.” Moral values are values which are sensitive to all human beings. However, Conger (1991:466) states that “the cognitive developments tend to make adolescents more aware of moral questions and values.” Additionally, Conger (1991:475) maintains that the adolescents may need to wrestle with moral value judgement not simply for their own sake but also as a way of coping with personal problems. Learners acquire moral principles at the churches, schools and home.

2.3.3 Aesthetical values

The aesthetical experience is a special kind of experience that perceives objects to which the adjectives beautiful and ugly are relevant. According to Bagarette (1995:62) aesthetical values are related to beauty, appreciation, form, sound, colour and creativity. However, Kosmeyer (1999:78) and Broudy (1977:203) describe aesthetic values as a “set” that guides our attention in those directions relevant to our purposes, and it also gives direction to our behaviour. Broudy (1977:203) continues to describe aesthetical values in a different way as an “object where it has ingredients that we contribute and ingredients that we do not contribute”, for example, sea, a sunset and a tree. This means that aesthetic value can be seen as an act, for example, where the sea looks angry or the music sounds uplifting.

2.3.4 Social values

The satisfaction we get from friendships, love, family, and membership in groups are included in the social values. Merrill (1965:28) explains social values as a normative belief pertaining to the important relationship of a society. He includes related values, namely life, health, property, privilege, freedom, security, status, self-respect and opportunity. Social values can be integrated with social interaction, including that which is transmitted from generation to generation through the societal relationships such as the family, church and school. Straughan and Wringley (1980:79) explain social values "as the values to which we appeal in judging the work of actions and products affecting the manner of life in groups and communities."

2.3.5 Economic values

Economic values refer to the values of commodities in the exchange and arise out of the production and use of material goods. They are the fundamental instrumentality not only of the good life, but also of any life whatsoever (Broudy, 1977:149). Inlow (1972:40) also states the importance of economic values in the human being; he stresses that economic values are concerned with the activities of man in supplying his wants. For example jobs, prices, production, distribution, consumption, buying and selling are such activities. However, Myrdal *et al.* (as quoted by Inlow, 1972: 41) state that economic values are at the same time moral ones involving human decency, moral living, and also are inseparable from human sensitivities and values. In South Africa today the economic value is high because it entails human life. Without money access to education, food and accommodation is limited.

2.3.6 Cultural values

As stated in the previous discussion values are those personal beliefs that tend to dictate man's choices in life and his behaviour. This leads us to question the nature of cultural values. According to Schofield (1972:108) cultural values include all the behaviour which the human being exhibits in conformity with his/her family, playgroup, social groups, church, and all other human groups. However, culture may seize upon

the very obvious fact of differences in age, in sex, in strength, in beauty, or the unusual variations, such as a native prosperity to see visions or dreams (Allyn, 1972:13). Stressing the significance, Vrey (1982:23) states that cultural values fall into the following broad categories such as aesthetic, political, economic, theoretical, religious and social values. Different cultures assign different contexts to these value categories. Within each culture it is imperative for the adult educator to live out and disclose the whole of these values to the child in such a way that the child can give realistic meaning to them. According to Inlow (1972:21), it is appropriate to mention the forming of value tenets to cultural values that have been dominant through the ages as follows: life has purpose, man is rational, the individual is of supreme importance, material progress is important, certain basic social institutions are important and selected other miscellaneous beliefs and attitudes are important. It appears as if cultural values encompass different types of values because most of them are derived from it (cultural values).

2.3.7 Authority values

According to Bagarrette (1995:60) the following value indicators are linked with authority values: autonomy, praise, reputation, rule, domination, self-love, regulation, personal authority, control, authority leadership and independence. In terms of the above value indicators Schofield (1972:260) explains authority as a “presence or bearing.” Because of this idea of the presence of a dignitary, there is often an association of ideas between authority and power and responsibility. Weber (as quoted by Schofield, 1972:261) categorises types of authority as follows:

- **Charismatic authority**

Charismatic authority has the closest ties with the idea of presence or bearing and of the impact made by these characteristics on others. The most obvious possessor of charismatic authority is Christ himself.

- **Traditional authority**

Traditional authority rests on the established belief in the sanctity of tradition. It appears as if this authority is based on beliefs and values through culture.

- **Legal rational authority**

Rulers and teachers possess legal rational authority. Both have to make laws or rules to guide conduct, and are based on authority.

2.3.8 Environmental values

Love for nature, love for trees, love for plants, geography, natural beauty and geology are the value indicators mentioned by Bagarrette (1995:70) in the category environmental values. As a child grows, he/she wants to know many things in life, and children are especially interested in those things surrounding them. Sugarman (1973:131) states that the child's natural curiosity leads him to explore the environment around him, both by experimenting on it and by merely observing. Environment as a source of nature builds our behaviour. However, Bell *et al.* (1996:2) state that in real life, our behaviour also occurs in the context of an environment, one that is constantly changing and rich in information. Our environment provides us with basic needs for life, including food, water and air to breathe.

2.3.9 Political values

Political values of any culture constitute an inseparable part of its total value system. They are important for their pervasiveness and affecting the lives of all citizens at any given time and the behaviour of any single citizen countless times throughout his/her life (Inlow, 1972:61). According to Bagarrette (1995:71) political values are accompanied by the following value indicators: vote, membership of the political party, authority, rule, national affairs, freedom and peace.

2.3.10 Physical values

According to Bagarrette (1995:81) physical values are also accompanied by various value indicators such as physical education, build, physical exercise, carriage, developments and attraction. Morgan (1974:1) however, claims that the term physical value is used in reference to different aspects: "it refers to a social need and a piece of

professional activity and to the science or academic study of this need and activity.” Morgan (1974:85) defines the term physical value to physical education as a claim that education can be effected through certain well-known forms of physical activity. Physical values are linked to values such as life value, social values and recreational values because most of the time these values (physical values) are implemented where people are (social) in order to promote health by exercising (life) and reduce stress and tension (recreational).

2.3.11 Occupational values

According to Bargarette (1995:80) occupational values include a variety of value indicators such as promotion, independence, security, wages, creativity, status, loyalty, labour, intellectual recognition, self-realisation and leadership. According to Bagarette (1995:80) occupational values are values that concentrate on work situations and the behaviour in these situations and on how one values one's occupation. Occupational values are influenced by several factors such as commitment and determination. Stressing its significance, Conger (1991:410) states that deciding on and preparing for a vocation is one of the major developmental tasks of adolescence. Performing tasks such as working at a fast food outlet, washing cars, and packing groceries, do little to encourage educational and vocational planning. In some instances vocational work interferes with adolescents' schoolwork. However, parents play a significant role in occupational choices. [“If they set high educational and occupational goals, their children are likely to have high aspirations” (Conger, 1991:411).]

2.3.12 Recreational values

Broudy (1977:164) defines recreational values in both intrinsic and instrumental terms. The play mood is probably what the intrinsic aspect commonly means, and the notion that play somehow helps to restore energy expended in work is the instrumental aspect of recreation. From this definition it appears as if recreational values are occurring mentally and physically. Broudy (1977:165) emphasises the importance of what recreational activities can do (physically and mentally) by referring to the following:

- Recreational activities are liberating because they are carefree. The individual involved in such activity has a chance to develop self-determination, more so than when involved in work situations.
- Recreational activities can often be used to develop certain potentialities. This is the hobby phase of recreation.
- Recreation contributes to self-integration through the reduction of tension occasioned by the stress of daily life.

2.3.13 Intellectual values

According to Straughan and Wringley (1980:79) intellectual values are values to which we appeal in judging the worth of actions and products, which do indeed, or claim, to help people to achieve a coherent mental picture of parts of the natural, man-made and human worlds. Bagarrette (1995:60) lists the following value indicators – talent, competency, ambition, potential, efficiency, quickness to learn, experimenting, creativity and technology. It seems as if intellectual values are built from intellectual skills which involve mental processing and problem solving.

2.3.14 Time values

According to Bagarrete (1995:92), time value is a value which is covered by the following value indicators: past, present, future, order, relationship, living space, significance, occurrence, perspectives, transience, privacy and experience. Patrides (1976:27) also agrees with Bagarrette's statement using the same value indicators. He states further that time is made continuous by the present and is divided into past and future. Some researchers define the term time value somewhat differently; Kort (1985:5) states that "time rather than primary, is assumed to be subjected to social conventions and personal intentions. Rather than complex, time is taken to be uniform and simple."

2.3.15 National values

Of all the visions and faiths that compete for men's loyalties in the modern world, the most widespread and persistent is the national ideal. People are identified first and foremost with their nation; their lives are regulated, for the most part, by the national state in which they are born (Smith, 1979:1). National values are values of all nations or communities. Bagarrette (1995:90) mentions the following value indicators of national values – democracy, friendship, loyalty, national security, love, differentiation and citizenship. According to Hofstede's theory (as quoted by Zinkhan & Balazs, 1998:536), "national values examine underlying cultural differences in values among nations." The work to which Hofstede refers is related to work goals and general beliefs, and represents feelings that are often unconscious: a vision, a culture, solidarity and a policy (Smith, 1979:4).

2.3.16 Safety values

According to Bagarrette (1995:90) value indicators that are included in safety values are security, safety, assurance, survival, protection and safeguarding. Safety indicates security, freedom from danger, protection and refuge, but also the condition of being safe (Janse van Nieuwenhuizen, 1999:9). In addition, Earnest (2000:1) is of the opinion that safety is often referred to as a priority, not as a value; priorities can change daily in response to situational demands "When safety is a basic value, it becomes the natural way of performing a job. Anything less is unacceptable." According to Earnest safety as a priority has the following description:

- **Individual safety values**

Values of individual members in a group can vary. For example, one person may place a high value on performing a job safely, while another may value completing the job with little regard for safety. One individual's values can influence an entire group's safety value in both a negative and positive manner.

- **Espoused safety values**

Schein (as quoted by Earnest, 200:2) notes that espoused values predict well enough what people will say in a variety of situations but which may be out of line with what they will actually do in situations where those values are relevant.

- **Basic safety values**

Basic safety values guide the personal behaviour of individual group members and influence their decisions regarding safety.

2.3.17 Legal values

According to Thompson (1992:505) legal values are based on law, concerned with law, appointed or required by law, and permitted by law. On the one hand, Cameron (2000:7) states that legal systems have been used as an instrument of social policy and enforced through legal mechanisms, which means that the law itself could be used to curb the excesses of domination and oppression. Through this legal value the community or nation learns to know what is right or wrong and the implementation of rights to everyone. Cameron (2000:10) states that the survival of law and legal regulations in our country can by no means simply be assumed. Large sections of the public view the legal process and the constitution itself, with a measure of misgiving. Therefore, Gutto (1998:109) emphasises legal values through equality, dignity and justice.

2.3.18 Self-values

According to Ziller (1973:xiii) self-values examine the individual's perception of himself/herself in relation to the significance of other persons and other groups. In this approach the crucial existential question "Who am I", is extended to become "Who am I and thou". It is assumed that these self-other orientations are coded social experiences which act as guides for future social behaviour. Murphy (as quoted by Ziller, 1973:xiv) defines self as one of the most central and focal objects within the life space of the individual because of its primacy, ubiquity and continuity. Stressing its significance, Young (1973:3) emphasises the importance of self which scans the situation and matches behaviour to certain roles in appropriate ways. It is the self which functions as the control component of a complex cybernetic system by which behaviour arises. Some of the researchers such as Bagarrette (1995), Ziller (1973), Blankeselee (1996) and Vrey (1982) referred to a variety of components of self-values as follows: self-

esteem, self-concept, self-actualisation, self-talk, self-maintenance, self-respect and self-dependence. This means that the above components of self-values are linked to each other as the aim lies in improving attitudes, morals and behaviour in a positive manner. Vrey (1982:23) emphasises the importance of self-concept and self-esteem and points out that an individual with a low self-concept talks to himself/herself like this: "I despise myself because I am worthless", "I will never be any good", "Nobody likes me", "I cannot do anything well" and "I am bad, good for nothing". Coopersmith (as quoted by Vrey, 1982:23) states that positive self-esteem has been associated with other terms like, self-acceptance, superiority and pride. Negative self-esteem, is often equated with inferiority, timidity, self-hatred, lack of personal acceptance and submissiveness.

2.3.19 Life values

"What did we expect of life when we were young? We wanted life in the full sense, one which not only brought us the satisfactions of living but also offered the opportunity to advance as far as possible along the path of knowledge, feeling, art and poetry" (Lengrand, 1975:5). According to Vorster (1988:3) life is a multifaceted concept. It has various meanings depending on the context in which it is used. Life could relate to the origins of cosmic life, to problems concerning the period from birth to death, to the actions or fortunes of individuals, to various forms of life, to the distinctions between conscious and unconscious life and to the survival of the human species. This means that life values participate in all things that we are doing. Additionally, Ikeda (1976:2) states that life is shrouded in a mystery that can never be completely penetrated. "The more scientists discover about life, the more they realise how little they really know about it, life is forever deepening and expanding". Ikeda (1976:2) continued to emphasise life as being infinite and representative of a variety of things including, for example, plant life and animal life. Through studying the definitions of life by different researchers, Bagarrette (1995:80) formulates indicators of life values as those that we as human beings need to acquire in order to live a positive life. Such value indicators are attire, nutrition, safety, health, provision, energy, locomotion, sleep, rest and sexuality.

2.3.20 Emotional values

According to Mulligan (1998:1) emotional values are instincts, sensations or feelings and moods. However, emotions require more or less determinate cognitive bases such as perceptions, memories, and anticipations and occurrent beliefs. The greater part of research on emotional values has been conducted in the fields of social and emotional learning. To prove the above statement, Elias *et al.* (1997:2) state that the process of social and emotional learning is “the process through which children and adults develop the skills, attitudes and values necessary to acquire social and emotional competence”. This means that teachers must provide instructional activities that foster learners’ abilities to understand, manage and express their feelings (love, happiness, anger, fear, surprise, disgust and sadness) and to engage in rewarding interactions with others (Goleman, 1995:3). However, Taylor and Larson (1999:331) state that there is a relationship between interpersonal on social and emotional learning that starts from and builds on learners’ innate ability to understand themselves and others.

2.4 Value formation

2.4.1 How are values formed?

Lerner (1976:108) identified a series of seven phases of the process on how values are formed. These steps could be described as follows:

- **Exposure to a value situation**

These exposures begin in early childhood. Researchers of the cognitive growth in the child, like Piaget and Brunet, while not studying values as such, have prepared groundwork on which related studies of the earliest exposure to value situations could build. There are value agents in these value situations, whether at home, school or in the street.

- **Identification**

This identification is likely to be stronger with a primary value agent (father, sister and brother) than with a secondary one (media hero). For example “I want to behave in the manner of Gerald, and make the choices Gerald makes because I want to be like him”.

- **Encounter, Confronts, Choices**

The problem today is that the encounters occur in fragmented situations. There is now a separation of the work place, the learning place, the play place and the loving place. This makes the process of value choices harder.

- **Validation**

The value choices, when first made, are tentative. They need to be validated if they are to take on the force of authority. It is true, not only of the adolescent's years but throughout life that we need to have our value choices checked and rechecked.

- **Internalising**

This is the process of making the value choice part of oneself, not necessarily in a conscious way, but in a deep internal way, so that it becomes habitual and unreflecting.

- **Ritualising, Sacrilising**

The term sacrilising is another way of looking at the same process above. In both ritualising and sacrilising the values take on a mystique, which exempts them from critical analysis.

- **Challenge, Scrutiny, Replacement**

This is the last phase of the value cycle which becomes the first phase of another. This describes how the credibility of values weakens when new currents of generational experience are not reckoned with in values transmission.

2.5 Moral development in adolescence

Moral development concerns the relationship between an individual and society, for moral issues are issues of human social conduct (Hopkins, 1983: 172). According to Garbarino (1985:11) adolescence is the period of life between childhood and adulthood. That period may be short (so short, in fact, that it seems to disappear entirely), or it may be long (so long that it may seem endless to everyone involved). Adolescence results

from an interplay of individual characteristics and the social systems in which the individual participates directly (family, school, church, peer group, etc.) or that have an indirect effect upon the individual's behaviour and development (parents' workplace, the school board, the state legislature). From this Kohlberg's theory is discussed as follows.

2.5.1 Kohlberg's theory

Kohlberg bases his theory of moral development on the reasoning of children and adolescents to determine with more specificity how moral reasoning changes when confronted with moral dilemmas, whether they be tough ethical issues, difficult choices, or philosophically ambiguous situations (Garbarino, 1985:167). Kohlberg continues to ask various questions on nine standard moral dilemmas, which address difficult issues such as commitments involved in promises, mercy killing, and the value of human life (Hopkins, 1983:175).

Kohlberg's stages of moral reasoning are as follows:

- **Preconventional moral reasoning**

The learner is responsive to rules dictating what is good and bad, but the learner interprets these rules according to the consequences of the power of those who enforce the rules.

- **Conventional moral reasoning**

The learner perceives expectations as being separate from the consequences. On this level of reasoning learners are loyal to the group and identify with those who belong to the group.

- **Post conventional moral reasoning**

The learner makes a clear effort to define moral values and principles as separate from the persons holding these principles. Garbarino (1985:176) concluded that it is the pluralistic society that facilitates higher levels of moral reasoning, first a child's attachment to the parents, which results in motivation to internalise values and the child's interaction with diverse social agents that

represent life according to different values, ideas and perspectives. It seems as if the development of adolescents is crucial and people are confused, not knowing what to accept or ignore. This does not mean that everyone who has gone through all the stages shows a high level of moral judgement and cognitive abilities.

(For more detailed discussion on moral development, see paragraph 3.3.5)

2.6 Development of values through social relationships

Learners begin to learn values very early in life, initially from their families, but also from the media, peers, playground, careers, their local community and other agencies. Therefore, different aspects of life accompany the life of the learners as they grow. They learn from different people and places. Through these social relationships learners acquire information from different people. The social relationship that will be concentrated on, focuses on the influence the development of values has on an adolescent.

2.6.1 The influence of schools on values

In the majority of economically developed societies today it is taken for granted that children from the age group of five and nearer ages will spend a large part of their waking day away from their families at a school where they are in the charge of employees called teachers (Sugarman, 1973:11). The school is in a unique position to supplement home and church teaching in shaping the youth. Butts *et al.* (1977:33) state that school has the advantage of being able to provide a testing ground for values, for it enables the child to test the practicality of ideals and standards to which the youngster has been exposed. Halstead and Taylor (2001:1) state that school has a two-fold role, namely to build on and supplement the values children have already begun to develop by offering further exposure to a range of values that are current in society, and to help them to reflect on, make sense of and apply their own developing values. As the school contributes to education through the values of the teachers,

Sugarman (1973:12) states the functions of schools in the society and with regard to the pupils as follows:

- Developing the cognitive faculties of the learners,
- Cultivating socially approved attitudes and modes of behaviour,
- Training for particular vocational roles.

2.6.2 The influence of the church on values

“The church has always maintained that religious education begins in the home through the imitation of parents and participation in family and community worship” (Barber, 1994:44). The church, as one of the places which can influence the learner’s ability, plays an important role in developing positive values in children. Children learn about values in church through Sunday school where they develop a variety of morals. In churches, religious education is being taught and regarded as a major vehicle for moral education. Beck (as quoted by Halstead & Taylor, 2000:4) states that relationships between religion and morality provide a source of moral vision. Hist (as quoted by Halstead & Taylor, 2000:4) also argues that religion and morality are logically different ways of interpreting experience. In church the learners are equipped with spiritual values which are used in schools.

2.6.3 The influence of the family on values

The approach taken by the social learning theory to socialisation is that cultural norms, including beliefs about what is right or wrong, are internalised in the child at a very early age, thus becoming the basis of his or her moral system (Windmiller *et al.*, 1980:21). This means that the parents’ role is a persuasive one. The secondary school learners, who are in the process of developing from childhood to adulthood, are living through a stage of their development during which it is not easy for the family to tell them what to do or not to do. According to Dreyer *et al.* (1999:124) adolescents no longer follow everything unquestioningly as they begin to form their own opinions. Their living environment grows and they find themselves in a variety of relationships with other people. However, the influence of the parents remains important, especially with regard

to values. Hoffman (as quoted by Windmiller *et al.*, 1980:24) concurs, that “parents are crucial in modelling, in teaching what is moral, and indirectly inculcating the values of the culture. He or she does this through internalisation of those values by the child. On the other hand, parents are important, both directly and indirectly, in the social and moral development of the child. Even if they do not necessarily provide the content of the child’s value system, they do provide opportunities for structural developments from which content emanates.” (Windmiller *et al.*, 1980:28).

2.6.4 The influence of friends on values

While parents are important in developing children’s values, there are other groups of people who also play a role in value development. Friends’ influence on values becomes more important during the adolescence stage. If the adolescent does not experience a sense of security or love from home, the peer group will become the most important source of information in decision making. Dreyer *et al.* (1999:125) state that friends’ acceptance is important to the learner and the home values and peer group values are usually not the same. In addition, Dreyer *et al.* (1999:126) state that “if the role of the peer group increases, the parental home values are questioned and also tested. For example, certain attitudes, toleration and consideration promoted by family, can be replaced by selfishness and inconsiderateness.”

2.7 Different ways of teaching values

Teachers find certain values important for their learners, which they express in their teaching, and in the interaction on the value-level between teacher and learners. Different educational concepts deal with values in education (Veugelers, 2000:37). Values are not static; children accept and learn their values from different places, for example, from the family, the school, peer group, mass media and the church. Brooks and Kahn (1993:2) maintain that teaching values to children starts with taking into account how children think and what their language tells them about the world.

Sharp (1995:48) states that from an educational point of view, the classroom community of philosophical inquiry is the most efficient way of bringing about dialogue with others

and with the self about matters of importance, while at the same time strengthening reasoning and fostering collaborative and good judgement. Ashton and Watson (1998:3) stress the significance of the classroom as one of the places where the unresolved tension of these problems is most acutely felt. In the classroom the learner communicates easily with teachers and friends, and in this way values can be learned. The teachers should be role models and should teach values as part of the regular teaching activities.

The methods for values education are essentially activity-based and are: (Ashton & Watson ,1983:4) :

- Drama, such as role-play and simulation exercises.
- Projects, including campaigns and a range of practical activities around the school like contributing to writing the history of the school.
- Co-operative learning and group work. Learners working together acquire different skills and value orientations from each other.

Taylor (1994: 53) explains other methods of teaching values as values clarification, dialogue/ conversation, films and videos, community services, admonitions, the teacher as exemplar, teacher-pupil relations, debates, educational games and textbooks. Brooks and Kann (1995:5) maintain that methods of values education should be in the existing curriculum, using storytelling or discussing values as they relate to narratives, literature or presentations.

The values teachers find important for their learners are expressed in the content of their instruction and in the way they guide the learning process. Veugelers (2000:40) states that “the values a teacher wishes to develop in his/her students are expressed in the pedagogical content knowledge of that teacher and in his or her interpretation of the curriculum.” Teachers should teach values via subject matter and they can also encourage learners to develop certain values or try to influence them to do so. Veugelers (2000:14) claims that teachers can also concentrate on teaching cognitive strategies and strategies for critical thinking in developing values. But even then,

teachers will indicate which values they find important for their learners. Veugelers (2000:15) distinguishes four strategies in teaching value-loaded topics:

- The teacher tries not to express his or her own values.
- The teacher makes explicit which values he/she finds important.
- The teacher stresses differences in values without expressing the values he/she finds important.
- The teacher indicates differences in values but also expresses the values he/she finds important.

“All this does not mean that learners have to adopt the values the teacher expresses, but due to balance of power in education, learners tend to approach these values in a serious way. Learners have to make up their minds about the values their teachers stimulate”(Veugelers, 2000:16). And, because schools are expected to achieve social purposes while they educate, ethical concepts also come into play at the boundaries between social philosophy and educational policy where issues such as equality of opportunity, integration, local control, and parent, teacher and student rights are debated (Carbone & Peter, 1991:2).

Tomaselli and Golden (1996:66-67) pose the questions on value education as follows:
How should we define which values should be taught to students?

This is a sensitive issue that is made more difficult by the diversity of cultures and lifestyles in South Africa’s society. This dilemma can be resolved when adults develop a list of agreed-upon values. If the goal of values and character education is to help students make better, more effective choices and decisions, students must identify, understand, and learn how to act on their own values. Many adults have never fully explored their own beliefs and values in any formal sense. Teachers should not be expected to teach something they themselves have not studied, this is particularly true where values are concerned. They can learn how their own values influence their decisions and actions and how to appreciate value differences in others. It is difficult to infuse values and character development into the curriculum and they are often found to be noticeably absent in other school-related activities. The inconsistencies experienced by learners can lead to the belief that values sound good in class. Teaching learners to

identify and understand their values and value system enables them to function well in society.

2.8 Conclusion

In this study thus far, the importance of values and education has been indicated and values have been examined. Different definitions by different researchers, philosophers, theologians and social scientists, where they argue differently about the term 'values', have also been discussed. The types of values were described and examples mentioned. This section also concentrated on the formation of values and how values can be learned through certain social relationships. A problem that may turn out to be the unifying element in this research of values in secondary school learners and teachers on traffic safety and traffic safety education has been identified. Both teachers and learners should work together in implementing values in their subjects and should know the different ways of teaching and learning values. Methods that can help the teacher in teaching his/her subject for the aim of improving values have also been included in this chapter.

CHAPTER 3

3. TRAFFIC SAFETY EDUCATION FOR SECONDARY SCHOOL LEARNERS

3.1 Introduction

The occurrence of the first traffic collision in Cape Town in 1903 heralded a problem that has increased steadily and unceasingly, with tragic and devastating consequences. The number of collisions and accompanying fatalities and injuries has increased annually to such an extent that various authorities/organisations/bodies have been striving to reduce traffic risks since the unification of South Africa in 1910 (Janse van Nieuwenhuizen, 1999:2). Road accidents could be regarded today as one of the big problems in South Africa.

De Swart (1993:76) illustrates the gravity of this problem in the statement that, "In South Africa we are 10 000 times more likely to be hurt or killed on the road than in a shark attack. We are also 2 500 times more likely to be hurt or killed on the road than to be bitten by a snake." With this in mind, severe measures must be taken; more than 100 000 of our relatives, friends and other people could die on our roads within the next ten years, unless the vast majority of people become conscious of road safety. Therefore, "education authorities must accept full responsibility for traffic safety education and driver training in all schools and in teacher training, and implement it in accordance with the traffic safety policy and standards that have been laid down." (Dreyer *et al.*, 1999:20).

This chapter is written in response to a need for traffic safety education for secondary school learners, most of whom are adolescents. In this chapter different definitions of traffic, safety, education, accident, collision and traffic safety education in general will be examined. Attention will be paid to the goals and aims of traffic safety education. The development of the adolescent as a physical, cognitive, emotional and social being will be discussed. The manner in which secondary school learners behave on roads as pedestrians, drivers, passengers and cyclists will be addressed. The development of

traffic safety education in South Africa will be considered. Values, which play a role in traffic safety, will be considered and finally, the focus in this chapter will shift to traffic safety education in formal education and non-formal education as well as driver education for secondary school learners (adolescents).

3.2 Definition of terms related to traffic safety education

Traffic safety education implies a combination of three independent elements or components, which are traffic, safety and education. These elements as well as traffic safety education as a whole will now be discussed (Dreyer *et al.*, 1999: 38).

3.2.1 Traffic

According to Thompson (1992: 968) traffic is “vehicles moving on a public highway or in the air or at sea”, it is the “coming and going of people or goods by road, rail, air and sea”, or ‘the dealings or communication between people’. To Homburger *et al.* (1992:1), traffic is “the actual movement of vehicles or pedestrians on a facility.”

Taking the two definitions into consideration, it would appear that traffic refers, to a large extent, to the movement of vehicles and the movement of people. Homburger *et al.* (1992:1) emphasise the following important aspects of traffic:

- Vehicular and human factors.
- Traffic flow rates (volumes), speed, time and delay.
- Traffic stream capacity and levels of service of streets and intersections.
- Travel patterns, trip generation factors, origin and destinations.
- Pedestrian flow patterns.
- Demand and use of parking and truck loading facilities.
- Mass transit performance and use.
- Accident analysis.

These traffic characteristics, according to Homburger *et al.* (1992:1), ought to be researched through traffic studies in order to obtain information on transportation and traffic trends for entire regions, and on traffic conditions at specific locations.

Rottengatter (1981:1) states that traffic is one of the most serious threats to the lives and health of learners, and it has its effect on the daily life of children and their parents in the form of worry, fear, anxiety restriction of movement. "In terms of its primary objective, mobility, traffic is counterproductive for learners. For learners traffic is the plague in modern disguise" (Rottengatter,1981:1).

Dreyer *et al.* (1999:38) describe the three components of traffic as follows:

- Static component: Roads, pavements, traffic lights, kerbstones, other road signs like yellow lights or traffic signs and stop signs.
- Dynamic or movement component: Vehicles and pedestrians are the dynamic components. Safety in traffic depends, among other things, on the road-worthiness of vehicles, the clothing of pedestrians, the role played by motor-cyclists and cyclists, as well as the speed at which the components move in traffic.
- Traffic participant: Everybody who is part of traffic activities at a given time with his/her qualities, e.g. knowledge of traffic rules, observation speed, personality factors, knowledge of vehicles and other people's behaviour, as well as willingness to take responsibility.

These three components are constantly in interaction and must therefore not be perceived as separate. The interactive character of traffic is shown by the perception of traffic as the interactions between the elements of which road traffic exists.

Traffic has therefore become part of the everyday reality in which the present day human finds himself/herself, because each individual, whether he/she wants to or not, becomes a participant in the traffic as soon as he/she leaves home (Dreyer *et al.*, 1999:39).

3.2.2 Safety

Lowrance (as quoted by Thygerson, 1986:7) referring to safety, states that, "If its risks are judged to be acceptable, then judging the acceptability of that risk (judging safety) is a matter of personal and social value judgement". However, he continues to emphasise that safety is a "vague", concept. He also contends that risks, not safety, are measured, and that safety is something that should be judged.

Thygerson (1986:43) defines safe as "free from risk". However, it is unlikely that anything can be absolutely free of risk. There are degrees of risk, and consequently, there are degrees of safety. This suggests that this definition emphasises the relative nature of the concept of safety. Thygerson (1986:43) states that the two activities for determining safety are

- measuring risk, and
- judging the acceptability of that risk which is a matter of personal and social value judgement.

As safety depends on the degree of judgement, it will have different meanings in different contexts, and will be judged differently. Therefore, in safety that is referring to traffic, its meaning is that the traffic participant must survive in the street or road traffic, and must be protected against traffic dangers, so that it can be ensured that a person that risks it out in street traffic will (can) be safe (Dreyer *et al.*, 1999:39). However, this necessitates accident-free movement of and interaction between traffic elements.

Finally, traffic safety safeguards against the loss of life and against injuries, which implies the existence of measures that can be taken to prevent traffic accidents (Dreyer, *et al.*, 1999:39). For this reason law enforcement is an indispensable part of traffic safety concerned with the regulation of the road users.

The National Road Safety Council in South Africa is responsible for the planning and executing of the prevention of road accidents. As a way of supporting their efforts, the maturing youth ought to be educated, trained and orientated about road safety (Du Plooy, 1984:22).

3.2.3 Education

Education, according to Plato (as quoted by Schofield, 1973:31), refers to the “training which is given by suitable habits to the first instincts of virtue in children, when pleasure and pain are rightly implanted in non-rational souls.” The particular training, according to Plato, with regard to pleasure and pain, leads one to hate and to love what you ought to hate and love. On the other hand, Milton (as quoted by Schofield, 1973:31) defines education as “complete and generous that which fits a man to perform justly, skilfully and magnanimously, both public and private.” It would appear as if Milton’s suggestion that, if you know everything, you can do everything, is exactly right, but if you do not know everything, you need to be educated. Through traffic safety, secondary school learners need to be educated and trained in order to behave in an orderly manner on the roads. However, Horne (as quoted by Schofield, 1973:33) giving yet another view, states that “education is the eternal process of superior adjustment of the physically and mentally developed, free, conscious, human being to God, as manifested in the intellectual, emotional and volitional environment of man”. To add to this, it can be said that education is an activity which aims at practical results in contrast with activities which aim at theoretical results (Schofield, 1973:33). Therefore, it appears as if Schofield links education to activities which aim at practical results, as does driver education.

Education as the means used by the adult to guide the child to maturity, is an action that occurs where one person deliberately concerns himself/herself with another person (learner in need of education) who cannot be passive during these actions but who has to accept the guidance and process it. Such assistance implies the formation of a worldview and particular virtues and skills with which the learner is prepared and educated for his/her future and for the demands of the social realities (Dreyer *et al.*, 1999:41). As already mentioned, the rate of learners’ development varies with the education they receive, thus different learners will respond differently to the traffic environment. For example, a secondary school learner who attends school in a rural area differs with those who attend schools in urban areas. Learners from rural areas are not as exposed to traffic situations as their urban counterparts. Their rate of road usage surpasses that of learners from rural areas.

Dreyer *et al.* (1999:42) state that education takes place with the particular aim of bringing about change to which value is attached, in other words that which is regarded as valuable in a particular culture or society. Peters (as quoted by Schofield, 1973:36) mentions three criteria that should be used to measure the effectiveness of education, as listed below:

- Education implies the transmission of what is worthwhile to those who become committed to it.

This criterion requires information to be transmitted or passed on. It can be accepted that education does pass information from one generation to the next. Therefore, traffic safety education does need to be transmitted from an early stage of a child's development through to adolescence, as it is valuable and worthwhile to all the individuals as well as to the society.

- Education must involve knowledge and understanding and some sort of cognitive perspective which is not inert

In the second criterion the operative terms are 'inert and 'cognitive perspective' and which are linked to each other. As stated earlier, the role of philosophy is to give an overall, broad view, to encourage the consideration of all variables, especially if proper perspective in connection with problems is to be maintained. Cognitive perspective therefore refers to the ability to see all the aspects of situations. As cognitive perspective is linked to understanding, learners can possess knowledge of traffic safety, which they might understand and thus they are or will be in a position to make use of such knowledge. Alternatively, they can possess knowledge of traffic safety but without being able to use it if they do not understand it. Therefore, education plays a role in ensuring that learners have correct knowledge and understanding of traffic safety.

- Education at least rules out some procedures of transmission on the grounds that they lack willingness and voluntaries on the part of the learner.

The third criterion involves the use and nature of the methods of passing on information. If education is to transmit or pass on knowledge from one generation to another, there should be an identified and known method of doing it. In traffic safety it is preferable to have training. At secondary school level,

learners have already developed the volunraries and awareness needed for road safety education.

In conclusion, it has become clear that traffic safety education is a concept which, when practically applied, must have both content and method. Content refers to knowledge about traffic safety and the values of learners towards traffic safety. The method used to teach them this knowledge and these values will help the learner to understand what is being taught (traffic safety education).

3.2.4 Traffic safety education

Rothengatter (1980:7) states that traffic safety education is an art activity that attempts to attain a goal. The attainment of this goal has political, economical and social consequences for the individual and for society. Dreyer *et al.* (1999:43) define traffic safety education as a type of education that is qualified by the components "traffic" and "safety". This suggests that it presumes and builds upon general and specialised education, but is focused on one goal, namely traffic safety. However, the distinction must be made between traffic safety education in general and specialised traffic safety education.

Traffic safety education in general describes traffic safety education as a deliberate and purposeful concern of the educator (parent, teacher and adults) with the educated (a person with a need for education) so that the learner can become independent and responsible concerning the traffic environment. Specialised traffic safety education is defined as all the actions that are performed consciously to achieve desired traffic behaviour. Therefore, it seems as if both "types" of traffic safety education can be defined as the equipment of the traffic participant to keep himself/herself and others safe in the street traffic by acting in a responsible socially mature way in the traffic.

Traffic safety education is a course which emphasises the safe use of the road. It is a phase programme including classroom work and street experience. The aim is not only to teach learners how to drive well and pass a driver's licence test, but also to teach safety techniques for the learners to incorporate into their own driving.

3.2.5 Accident

The definition of an accident is complicated and not easily understood. Many people who have had accidents assume that the meaning of an 'accident' is well known. Thygerson (1986:2) defines an accident by mentioning two major attributes of accidents namely unintended causes and undesirable effects. The two attributes are discussed briefly below.

- **Unintended causes**

According to Thygerson (1986:2), unintended causes refer to acts of God such as being hit by lightning or drowning in a flood. Most people experience daily-unintended events that are called accidents. Intentional acts would refer to incidents such as crime (assault, rape and arson).

- **Undesirable effects**

This is physical injury in the medical sense and can range from minor cuts to death. Undesirable effects of an unintentional event do not in themselves constitute the accident, but are results of it. The National Road Safety Council (NRSC) (1986:90) states that an accident is seldom caused deliberately. More often an accident is the result of ignorance, inattentiveness or recklessness. Applied to a traffic situation, it can be rightly said that people will be relatively safe if at all times we display knowledge (with regard to correct road usage), attentiveness, care and responsibility.

3.2.6 Collisions

A collision is described as an unplanned or unpremeditated transfer or physical energy within a very short period of time that causes damage to people and property. A collision is also described as two or more moving objects pushing or knocking against one another. According to this description, two or more moving objects occupy the same area of space (on the road) at the same time (Dreyer *et al.*, 1999:46). Thompson (1992:161) states that a collision is a violent impact of a moving body with another moving body or with a fixed object.

Through all the definitions, development of adolescents will be discussed which also include their behaviour as road users.

3.3 The development of secondary school learners (adolescents)

Relating the development of secondary school learners to traffic safety is made difficult because of the scarcity and near total absence of literature on the subject. A general literature search did not yield much information, neither did a search at the National Department of Transport in Pretoria. However, this research continues by examining the development of adolescents.

The meaning of adolescence is investigated, together with what it entails. This is no easy task because there are numerous definitions of adolescence that only focus on a few aspects. Each definition has its limitations, but does contribute to the understanding of adolescence. The more common definition of adolescence is tied to an age span, with the starting age varying from 10 to 13 and the concluding age varying from 19 to 21. It appears acceptable to regard adolescence as varying from 9 to 20. According to Mwamwenda (1995:63), adolescence stands out as a fascinating, interesting and challenging period of human growth. Buxton (1973:3) states that adolescence is a period of development in which an individual characteristically is seeking autonomy and selfhood. Some adolescents experience family problems that seem endless, others find adolescence a time of personal and emotional stress (Lerner & Spanier, 1980:3). As adolescent is a period between childhood and adulthood, personal growth takes place. To Lambert *et. al.* (1978:1), adolescence can best be shown to be a behavioural or cultural concept.

3.3.1 Physical development

The physical changes of adolescence which is usually referred to as bodily changes, do not begin or end all at once (Lerner & Spanier, 1980: 190). During a one-year growth spurt, boys and girls can gain an average of 10,4 and 8,9 centimetre in height respectively. In traffic-related perspective such growth can lead young individuals to regard themselves as grown-up and therefore competent drivers and road users. This,

of course, may not necessarily be the true state of affairs and traffic safety might be directly and adversely influenced as a result.

Early and late maturation also play a role in the adolescent's development. The adolescents who develop early are physically more mature, generally have a good self-esteem and seem older than their actual age. They are better adjusted, more confident, more popular and have a positive self-concept and they are also taller and heavier (Hopkins, 1983:54). In traffic-related situations, adults are inclined to place responsibilities on adolescents' shoulders with which they are not yet ready to cope due to a lack of experience. (Dreyer *et al.*, 1999:121). For example, early maturation adolescents may "steal" the parents' car, thinking they are grown-up and equipped to be on the road, whereas he or she might not know the traffic rules. On the other hand, an adolescent who develops late remains physically small for a longer period of time and experiences a lack of physical strength and skills that are important for self-image (Dreyer *et al.*, 1999:121). In addition, Hopkins (1983:121) describes a late maturation adolescent as a person who sometimes has feelings of inferiority, depression, guilt, parental rejection and poor self-image. Adults rate them as less attractive, tenser and more affected. Peers describe them as bossy, restless and less grown-up. Therefore, in a traffic-related situation, he/she could act with bravado and recklessness. This late development can also hamper him/her in the sense that he/she could act clumsily, uncertainly and self-consciously and it can cause him/her to be hesitant about participating in traffic (Dreyer *et al.*, 1999:121).

3.3.2 Cognitive development

The cognitive changes that occur in adolescence are as pronounced as the physical changes discussed. Not only do adolescents think about different things than younger children do, but also the way adolescents think is different from the way children younger than themselves think. By their early teens, adolescents solve problems and reason more like their parents than like their younger sisters and brothers (Cobb, 1983:120). Hopkins (1983:141) states that an adolescent's thought involves several new characteristics. Firstly, it is more logical, as exemplified by re-checking problems. Secondly, an adolescent's thought includes the possibility of reasoning about hypothetical situations. Thirdly, it is more abstract and in the fourth place, it is more

introspective. In traffic safety situations, cognitive development affects the adolescent as a road user in that, as he/she develops, he/she participates in traffic activities and becomes a conscious road user, for example, he/she will ask unreasonable questions like “Why should I stop”, “Why must I wait for other cars to pass before me” and “Who came up with these road signs”.

Another aspect of adolescents’ intellectual transformation is that they develop a new form of egocentrism (Rice, 1981:183). There is a shift from a wholly egocentric world view to an ability to see the world from the perspective of others, including the visualisation of one’s own action in a dynamic context where the actions of others are also represented (Staplin & Dowdell, 2001).

The cognitive development of adolescents might contribute to the occurrence of collisions, because the “post adolescent downturn in crash risk is presumed to be a consequence both of maturational processes which broadly affect decision making and risk taking behaviours, and of gains situational awareness of novice drivers through their early years experience with varying road, weather and traffic conditions” (Staplin & Dowdell, 2001).

3.3.3 Emotional development

The emotional aspect of development is another of the characteristics of adolescent growth. Gouws and Kruger (1994:94) state that emotional development of such manifestations of personality include emotions, feelings, passions, moods, sentiments and whims. However, adolescents experience many emotions in the ways they relate to their parents, their peers, their teachers and society at large (Mwamwenda, 1995:75). Therefore, adolescents must develop an identity that will bridge the gap between what they were as children and what they have to do to become adults.

According to Mwamwenda (1995:76), Gouws and Kruger (1994:95) and Dreyer *et al.* (1999:123) the adolescent’s emotional experience of traffic-related situations include negative as well as positive responses. Negative conditions include anger, hostility, hatred and aggression. These conditions play a significant role in competition (Gouws & Kruger, 1994:96). This means that an adolescent acts constructively in competitive situations, for example, playing in a tennis or football match. In traffic situations, such

negative emotions can lead to actions of retaliation and an adolescent therefore may act recklessly and negligently (Dreyer *et al.*, 1999: 123).

Negative emotions such as fear, anxiety, inferiority, envy, depression, embarrassment and jealousy affect an adolescent's emotional development. Adolescents need to be socially oriented, to be based in a group which they feel comfortable in and free to express their feelings. In traffic situations, these negative emotions play a role in adolescents' behaviour as road users, for example, if an adolescent is depressed or rejected by the group he/she may feel insecure. This could affect his/her concentration on the road, which may lead to reckless driving.

Positive conditions include love, affection, happiness, excitement and pleasure. According to Dreyer *et al.* (1999:123) these emotions are distinct from silliness that can result in situations in which the adolescents become irresponsible and in which they could, in traffic situations, even endanger their own lives and the lives of others. Infatuation is also an intensely emotional experience to the adolescent and daydreaming can prevent him/her from being watchful in dangerous traffic situations. Sometimes, because of the excitement and pleasure of the moment and positive experiences with the peer group, the adolescent may act impulsively and without paying proper attention to the traffic situation at hand (Dreyer *et al.*, 1999:124).

Due to the growth and maturational changes experienced by adolescents, emotional development is crucial as it affects their roles as road users.

3.3.4 Social development

Along with physical, cognitive and emotional maturity, the adolescents also have to develop social maturity. Gouws and Kruger (1994:110) emphasise that the most critical development tasks that have to be performed by the adolescents are those of socialisation. The adolescent has to carve his/her own niche in society and doing so includes acquiring interpersonal skills, cultivating tolerance for personal and cultural differences and developing self-confidence. Erikson (as quoted by Myburg & Smith 1990:157) points out that during adolescence the individual continually tries to come to grips with his/her inner self by attempting to find answers and questions pertaining to the meaning of life as well as to his/her future. The parents and the home environment

primarily create the cradle of personality. Myburgh and Smith (1990:157) posit the theory that the adolescent's relationship with his/her parents does not always include the right to express his/her own opinion regarding matters that affect him/her. As a result he/she turns increasingly to the peer group. The peer group creates a platform for individual experimentation in diverse areas.

According to the South African traffic regulations, an individual may obtain a driver's licence at the age of 18. If adolescents obtains a driver's licence and can afford to buy a car or is given one by the parents, this adds a new dimension to the life of an adolescent in terms of mobility and interaction with others. It is common that while adolescents drive around, they give rides to members of the peer group for a number of reasons, including having fun. It is also common practice to drive along without any specific destination, and drive at a high speed regardless of the speed limit, which may increase the risks of serious collisions taking place.

Adolescents must personally take the initiative and responsibility and develop acceptable traffic behaviour in order to have a healthy relationships with other road users. Good communication between parent and child forms the basis of the adolescent's communicative abilities, self-discipline, tolerance and impartiality as road users (Dreyer *et al.*, 1999:126), and this should be encouraged.

3.3.5 Moral development

A changing body, changing personal desires and social demands create a compelling need for a set of values and beliefs to guide decisions. Beliefs that have been held since memory was first formed under close scrutiny (Cobb, 1983:344).

The development of guidelines for the moral development of an adolescent is difficult because of a confusion over what constitutes moral issues. Hopkins (1983:174), Mwamwenda (1995:150), Lerner and Spanier (1980) as well as Lambert *et al.*, (1978) refer to Kohlberg's comprehensive theory of moral development. His theory proposes three levels of moral development, namely the pre-conventional, conventional and post-conventional levels, and from these levels of moral development Kohlberg listed six stages of moral development:

Level 1: Pre- conventional level

According to Lambert *et al.* (1978:174), a pre-conventional level is when a person is responsive to cultural rules and labels actions as good or bad, right or wrong, but interacts these labels either in terms of the physical or hedonistic consequences of action (punishment, reward).

Stage 1: Punishment and obedience orientation

This stage is characterised by behaviour aimed at avoiding breaking rules, which is backed by punishment, obedience for its own sake and avoiding physical damage to person and property. Adolescents develop a sense of understanding for appropriate behaviour in traffic situations (Hopkins, 1993:176). As road users they know that reckless driving can cause accidents, which can lead to fatalities, necessitating intervention by traffic officials. Damage to property and killing a person are criminal offences with severe penalties and punishment.

Stage 2: Instrumental relativist orientation

Stage two is characterised by the belief that what is right is what makes one happy (Mwamwenda, 1995:150). Hopkins (1993:176) adds that it also entails following rules only when it is to someone's immediate interest, and acting to meet one's own interest and needs and letting others do the same. It would appear that the major motivation for doing well to others is that they in turn, should be good. Applying this concept to a traffic situation, it suggests that adolescents ought to follow rules dictated by traffic signs. For example on approaching a four way stop, they have to stop, just as they expect other drivers to stop.

Level 2: Conventional level

Lerner and Spanier (1980:264) suggest that a person's thinking involves references to acting as others expect; acts are judged to be correct if they conform to roles that others think a person should play. However, Lambert *et al.* (1978:177) state that this level of

maintaining the expectations of individuals, family and group or nations is perceived as valuable in its own right, regardless of immediate and obvious consequences.

Stage 3: Good person orientation

In this type of orientation the person is oriented toward being seen as a good boy or good girl by others. Adolescents see society as providing certain general or stereotyped roles for people. Hopkins (1983:176) points out that being good is important and implies having good motives, showing concern about others. It also means encouraging and maintaining mutual relationships such as trust, loyalty, respect and gratitude. The good person orientation in traffic safety situations is important as it affects a person's behaviour as a road user towards others. A road user needs to respect other road users and create mutual relationships even though people do not know each other. To be commendable road users, drivers have to obey and follow traffic rules and road regulations.

Stage 4: The law and order orientation

This type of orientation is geared toward authority, fixed rules and the maintenance of the social order and showing respect for authority (Lambert *et al.*, 1978:177). Mwangwenda (1995:151) states that the law serves as a guiding principle so that a person will refuse to engage in certain behaviours as long as the law forbids such behaviour. It is understood that the law is to be maintained at all costs. In traffic situations law and order is applied at all times. Adolescents as road users (pedestrian, driver, cyclist and passenger) have to observe all the rules and laws that are enforced on our road in order to maintain order in the traffic system as a whole. "Don't drink and drive" is one of the stringently enforced laws, to be observed strictly.

Level 3: Post conventional level

According to Lambert *et al.* (1978:179) and Hopkins (1983:159) the post conventional level entails the presence of moral judgements which transcend the authority of persons or conformity to groups. Values and principles are regarded as having their own validity.

At this level individuals understand and accept the rules of the society, but they view the rules in terms of their principles, which have their own validity.

Stage 5: Social contract orientation

At this stage, it is recognised that there are situations in which laws may have to be broken, and that where laws are unfair, they must be altered. For example, the school principal might drive a car beyond the speed limit when carrying an injured learner to receive medical attention. If stopped by a traffic official, the principal ought to explain the predicament and the reason causing high speed driving. This is a situation where the law is broken to protect the life of the learner. Hopkins (1983:177) advises that there should be an awareness that people hold a variety of values and opinions, and that most values and rules are relative to groups. These relative rules usually ought to be upheld, in the interest of impartiality and because they represent a social contract. In traffic safety situations, the traffic rules are rules for all people irrespective of culture or race. South Africa has diverse racial and ethnic groups with their own sets of values, but they all subscribe to the same laws and traffic regulations. For example, traffic lights give the same command to all drivers.

Stage 6: Universal ethical principles

This is the highest stage of moral development proposed by Kohlberg and not many people ever reach it. However, Lambert *et al.* (1978:178) state that these principles are abstract and ethical, they are not concrete moral rules like the Ten Commandments. "Everyone has principles of life that he does not allow anyone to break, therefore in traffic situations, the traffic departments have principles for all road users that are not allowed to be broken".

3.4 Adolescents as road users

Adolescents whether as drivers, passengers, pedestrians or cyclists, must become aware that they determine road safety to a large extent. Their own behaviour could endanger their safety or that of others. Dollinger (1984:6) asserts that every decision

that road users take on the road will affect other road users and other people. Every road user relies on consideration and co-operation from others and must act similarly towards others. Du Plooy (1984:64) states that the secondary school learner's basic characteristics are the acquisition of an own identity in the world of road safety. However, this cannot be achieved overnight because a responsible attitude to road usage requires a long learning process which must begin early on.

3.4.1 Adolescents as pedestrians

When talking about a road accident, one immediately thinks about a driver and the effect on him/her. That a pedestrian might be involved rarely comes to mind. Yet nearly half of the road deaths in South Africa involve pedestrians. The statistical analysis (South Africa, 1998.) shows that during the previous year a total of 90 secondary school learners (adolescents) in the age group 15-19 years were killed and 1019 were injured in traffic collisions involving pedestrians. Learners are part of traffic-related situations on a daily basis, and very often so as pedestrians (either walking to school, home or to parties during the weekends) and they are exposed to traffic risks, particularly when crossing the street.

One may ask why the death toll among secondary school learners as pedestrians is so high? The National Road Safety Council (1981) gives the reasons as being:

- Pedestrians can seldom judge the correct speed and distance of approaching vehicles.
- Pedestrians often drink alcohol before using the road.
- Pedestrians make the mistake of walking on the road and not alongside it or on the pavement.
- Pedestrians do not cross roads at pedestrian crossings or bridges.

It is very imperative for adolescents, and everyone else, to know how to use a road correctly as a pedestrian in order not to be injured or even killed by vehicles. Hush (1999:64) questions the scarcity of pedestrians being fined or taken to court, or found

guilty of causing accidents and being appropriately punished. This might suggest that most adolescent pedestrians are under the impression that only drivers are subject to road traffic legislation. If only traffic officers would frequently or regularly issue a ticket for a traffic offence by an ignorant and reckless pedestrian, adolescents will realise that legislation also exists for them.

The National Road Safety Council (NRSC) (1981) emphasises the reduction of adolescent accidents through teaching. Over the years there have been programmes to teach pre-school and primary school children the rules of the road, however, the programmes to teach secondary school learners are carried out when they are preparing to take a driver's licence. Apart from that the NRSC (1981) compiled some hints and legislation for all pedestrians, including secondary school learners. Compare the list below:

- Sidewalks are there for the sole use of pedestrians
- It is advisable as far as possible to keep on the move on sidewalks and to keep to the left
- Cross streets at street crossings, traffic lights or at pedestrian crossings
- Walk across only when it is safe to do so, never run
- Where there is no sidewalk, walk on the right hand side of the road
- Wear light coloured clothing or reflective material at night. These will reflect vehicle lights and motorists will be able to spot you easily.
- Pedestrians should not drink and walk.

3.4.2 Adolescents (secondary school learners) as passengers

Where there is road traffic, there is bound to be a passenger. There is also the likely possibility of road accidents, entailing the loss of life (Du Plooy, 1983:22). Passengers are affected just by being present, whether they sit in front or at the back. A statistical analysis (South Africa, 1998) shows that during 1998 a total of 111 secondary school learners between the ages 15-19 years were killed and 2049 were non-fatally injured as

passengers in traffic collisions. The likelihood of learners being everyday passengers is high; they take a bus, taxi or are driven by parents. Whatever happens, they are affected, directly in injuries and fatalities, or indirectly just from being present. Secondary school learners tend to get over-excited regularly; they might not behave appropriately on the road, and might also misbehave as passengers. For example, they might distract the driver, and cause him/her to lose control of the car. The NRSC (1981) provides the following hints and legislation for all passengers including secondary school learners:

- Should a passengers wish to draw the driver's attention to something in the vicinity outside the vehicle, he/she should rather first advise the driver to stop (if it is safe to do so), and then to look. For example, boys as passengers might see beautiful ladies outside the vehicle and want the driver to also take a look which might affect the driver's concentration.
- Passengers should not give sudden commands to the driver or criticise the driver's driving ability. The peer pressure of adolescents is dangerous in driving. For example, if the driver is driving slowly, passengers may complain and urge for faster driving.
- No person other than the driver may take hold of the steering or operating mechanism of a vehicle unless the driver is no longer capable of steering or controlling the vehicle.

Msomi (1999:9) states that passengers count among the very important road users of our country. The Arrive Alive campaign by the Department of Transport is in force all year around to ensure that passengers are safe, that there is no overloading and that the death rate is kept low.

3.4.3 Adolescents (secondary school learners) as cyclists

Cycling is environmentally friendly, and within built up areas, it is an efficient transport mode. Accident involvement and accident risk, however, are negative factors of cycling. It is not without reason that cyclists are commonly referred to as unprotected or vulnerable road users (Calif, 1993:448). Another negative factor for cyclists is that their

traffic needs are often disregarded or placed second to the needs of motorised traffic (Van Schagen, 1990:44).

It is estimated that over 600 adolescent cyclists are injured in South Africa each year. On the average, about 26 cyclists (adolescents) die each year because of injuries resulting from bicycle accidents (Statistics S.A, 1998). However, cycling continues to grow as a form of recreation, mobility and as a sport. Consequently, the need to reduce the rate of bicycle accidents and injuries has become a concern among many communities, including the government. Cycling is a major form of transportation for secondary school learners.

Legislation for cyclists (quoted by NRSC: 1981) states the following

- A cyclist wishing to turn or move to the left on a public road must timeously extend the left arm and hand sideward from the shoulder, and fully horizontal, to the road with the palm of the hand turned to the front.
- Stop when the robot is red. Give a hand signal for turning left when the robot turns green. Move forward up to the pedestrian crossing.
- Stop for pedestrians who want to cross the street.
- To indicate that the cyclist is going to slow down, he may extend his right arm sideways, with the palm of the hand turned down and move it up and down a few times.
- To indicate that he is going to stop, the cyclist may extend his right arm sideways, at shoulder height in a vertical position and the palm of the hand turned forward.

It seems as if most cyclists are killed or injured on the road because they swing in front of oncoming cars without giving the necessary hand signals in good time. It is therefore very important that they give hand signs.

3.4.4 Adolescents (secondary school learners) as drivers

A driver can be anyone with a licence to drive a car, from the principal of a school to learners. In South Africa, at the age of 18 years the learner is allowed to have a driver's licence. The statistics (South Africa, 1998) indicate that a number of secondary school learners are killed and injured as drivers on the country's roads, giving the following statistics: 79 killed and 2000 injured in 1998.

The part played by the younger drivers, their mood, attitude and sense of responsibility for road safety is important as this affects their behaviour as road users. The NRSC (1981) records a worrying trend of intolerance, particularly adolescents, who like to compete with each other and others. The result is often misbehaviour and reckless driving. The personality of the driver is considered to be very important because the prospective driver must learn from the start to develop a positive and mature approach with regard to driving. For example, refusing other road users the right of way, failure to wear a seat belt and ensuring that passengers also wear theirs, failure to realise the presence of danger zones, and that a safe following distance has to be maintained, and allowing faster traffic the opportunity to pass. It appears that most young drivers are able to meet particular physical requirements for vehicle driving, for example, quick reaction time. Physically, the adolescents are well equipped to be the best drivers, yet the road death rate among them remains high. The possible causes of high fatalities of adolescents according to NRSC (1981), include their penchant for boasting and competing with others, trying to satisfy a sense of adventure, for example, driving at foolishly high speeds while there is a lack of experience and knowledge of driving.

Secondary school learners easily become enthusiastic about relevant issues, therefore, if road safety education is presented in a meaningful way, there is a strong possibility that they will become enthusiastic about it.

3.5 Developments and improvement in South Africa towards traffic safety education

School provides a unique opportunity to teach and educate a large number of learners, yet traffic education has not yet been integrated into the existing curriculum of South African schools.

3.5.1 South African initiatives to improve traffic safety

On 20 November 2001, the Deputy President of South Africa (Mr. Jacob Zuma) together with the National Minister of Transport (Mr Abdullah Omar) launched the "Road to Safety 2001-2005". This is a comprehensive strategy of promoting safety on roads. One of the corner stones of this strategy is to "integrate road safety education into the mainstream school curriculum and tertiary institutions". More commendable is that the Province of KwaZulu Natal foresaw this need and took the lead in 1999 to lay the foundation for integrating road safety in the primary school curriculum. This vital project, however, came to a halt in March 2000. With the launch of the "Road to Safety" strategy it was important to rejuvenate this project in KwaZulu Natal (Centre for Education in traffic safety education). Thus the Centre for Education in Traffic Safety Education (CENETS, 2000) of the Potchefstroom University for CHE proposes to the Department of Transport of the Province of KwaZulu Natal to offer traffic safety education workshops for teachers in KZN. During the period of 1999-2000 no fewer than 33 workshops were presented and 890 teachers received training as well as teaching materials.

CENETS is of the opinion that the number of teachers trained is not adequate in the light of the total number of schools in KZN. Statistics for the year 2000 show that there were 7 527 895 learners in the primary school in KZN, while there were 43 228 teachers. Of these only 890 teachers have had training in traffic safety education. CENETS (2000) also proposed to the Department of Transport and Department of Education of the Province of North West in 2001 to launch the traffic safety education workshops. While there were satisfactory attempts to attend, this project was not as successful as in KZN, mainly because only a few schools attended. With the adoption of Curriculum 2005 by the Department of Education, CENETS envisages that the

training should not only continue but the materials also ought to be upgraded and presented to the teaching corps.

According to communication with Mrs E Van der Merwe, a lecturer at CENETS (2002 07-23), "There is a proposed traffic safety curriculum which was developed by CENETS from Grade I to Grade 12, which at this stage has not been approved by the Department of Education. The traffic safety curriculum has therefore not been implemented or integrated in the existing curriculum". She claims that the problem may also be a lack of knowledge about traffic safety education particularly on the part of teachers. It appears that at the moment only one institution, in South Africa namely the Potchefstroom University for CHE, offers traffic safety education as part of the training programme of teachers.

①

3.5.2 Proposed road safety interventions 2005

The South African Ministry of Transport (2001) proposes that the Road to Safety 2001-2005 on Compliance (Education, communication and public participation) be as follows.

| | Issue | Problem/need | Interventions to 2005 | Key Agencies |
|----------------------|--|---|---|---|
| The road user | Road safety education for youth | Extremely high rate of pedestrian and youth road casualties | Complete implementation of road safety education modules in mainstream education system (pre-primary to Grade 12) +consultation with DoE and higher education sector on extending safety education to tertiary institutions Continues through life of the strategy | NDoT, DoE, tertiary institutions |
| Educators | Specialist road safety educators | Low levels of specialist road safety knowledge/skills amongst teachers | Begin immediate consultations with DoE on devising specialist road safety education courses for student teachers (for delivery to both students and community organisations) Continues through life of the strategy | NDoT, DoE, CSIR |
| Shova Lula | <i>Shova Lula</i> : National Bicycle programme | Ensuring basic safety measures to support expanded mobility | Safety measures to be factored into each stage of the programme of expanded bicycle provision, and integrated with pedestrian safety programmes at provincial & local government levels Continues through life of the strategy | NDoT, PdoTs, local govt, CSIR |
| Governments | Provincial/ local govt/ community/ private sector community road safety forums | Low levels of community participation in/ ownership of co-ordinated pedestrians safety programmes | Deepen ongoing pedestrian safety programmes through rapid expansion of community Road Safety Forum, involving local schools, NGOs and CBOs in identification of hazards and framing of effective solutions. Local government commitment and multi-disciplinary/multi-agency approach critical for success Continues through life of the strategy | NdoT, PdoTs, local govt, SANRAL, NGOs, CBOs, private sector |

3.5.3 Education and public participation

The South African Ministry of Transport (2000) encourages the education and training of learners to be responsible road users and investigates the development of a compulsory traffic safety education course which is to be as follows:

Scholars, students and communities

- Short to medium term goals
 - Together with the Department of Education, the current review process for all school-based road safety education programmes should be completed and the implementation timetable finalised in line with Curriculum 2005.
 - The extension of such programmes to pre-school and tertiary institutions should be investigated.
 - The DoE should be consulted about including road safety education in the curriculum of student teachers at tertiary institutions.
 - The DoE and provincial traffic safety authorities ought to be consulted on the possibility of establishing a specialist National Traffic Safety Education Task Team to continuously undertake road traffic safety training updates and mobilisation programmes in schools especially in areas with high pedestrian accident rates.
 - Specific attention, should be given to setting up scholar patrols in disadvantaged areas/schools.
- Medium term
 - The personnel from provincial education and the transport department should jointly develop a cadre of teachers specifically trained in road safety issues to act as champions across all primary and secondary schools.
 - Joint DoE and DoT planning of annual programmes of road safety action over important calendar periods should be encouraged, as well as the development of funding support mechanisms for such programmes with support from business sponsors and other private initiatives.

Traffic safety education is the responsibility of all people including learners, educators, communicators and communities. Traffic safety education is not compulsory yet and it is therefore not taught in schools. It is only optional or could be presented as topics in the school curriculums. As the Ministry of Transport (2000) states, "our children are the conscience of our future. And all of you, as educators and communicators in road safety, can play a critical role in developing this precious store of unspoiled intellectual and moral capacity."

3.6 Educational strategies in traffic safety education

Since most schools are not offering any systematic form of traffic education, the introduction of learners to the traffic environment is mostly a matter for parents. However, the parents' attitudes and opinions about their children's traffic education, and the parents' educational practices in relation to traffic education will determine, to a large extent, the learners' exposure to the traffic environment and the learners' knowledge and ability to cope (Rothengatter, 1980:141).

3.6.1 Traffic safety education in the curriculum (formal education)

With the latest development in education and the introduction of Outcomes Based Education (OBE), there is a greater move towards a continuum of education opportunities across the different bands for all citizens, namely:

- General Education and Training Band,
- Further Education and Training Band, and
- Higher Education and Training Band.

According to Steyn (1987:12) formal education is the teaching-learning activity that takes place in school and in particular in the classroom. Teaching-learning activities are focused on the achievement of educational objectives of the school and take place within the framework of a systematic curriculum. Formal education implies that all

education takes place within a structured organisation such as schools and other educational institutions on a full-time or part-time basis.

3.6.2 Formal educational programmes

According to Du Plooy (as quoted by Dreyer *et al.*, 1999:223), the guidelines of the formal educational sector in countries abroad are as follows:

- Traffic safety takes place on a continual basis in the pre-school, primary and secondary school level.
- Attention is devoted to the forming of positive attitudes.
- Basic techniques and skills form a very important content for traffic safety education.

3.6.3 Integrating traffic safety

Because no learning programme currently exists within Curriculum 2005 in which traffic safety education is conducted practically, it is inevitable that learners will have to be made aware of traffic safety by means of integrating traffic safety in different learning areas. Statistics stress the need for positive attitudes and convictions during the development years of the target group (13-18) by means of formal education and driver training. Traffic safety education at school does not receive the attention that it deserves, yet the school is responsible for promoting the safe participation of the learners in road traffic (Theunissen, 1997:iv).

To integrate traffic safety education into learning programmes, traffic safety education must be assimilated into a large whole. In other words traffic safety education is assimilated into literacy or life skills education (Dreyer *et al.*, 1999:231).

3.6.4 Goal of traffic safety education

Du Plooy (1983:68) states the goal of traffic safety education as follows:

- The goal of traffic safety education is responsible, mature road usage.



- Mature road usage depends on whether the road user understands the meaningfulness of road safety, whether he can act with self-understanding and self-control, whether he respects the human dignity of others.
- The road user will have to take his own correct decisions, to identify with the norm of road safety and to make it part of his own inner conviction or philosophy of life.

It is important that every teacher should keep in mind that every lesson object is not an object on its own, but is meant to contribute to the realisation of the ultimate road safety goals.

3.6.5 Guidelines in presenting traffic safety education

Dreyer *et al.* (1999:239) list guidelines in presenting traffic safety education as follows:

- The particular limitations of the learner must be taken into account in the planning of lessons, anticipating strengthening weak areas.
- The cultural background and socio-economic life style of the learners.
- The theoretical knowledge, such as traffic rules must be taught and concretising of content is essential.
- Laying the foundation of a positive attitude towards safer road use according to the rules of the road is more important than the rules themselves.
- All teaching and training must as far as possible, go hand in hand with actual experience in the traffic situation.
- The educator must, at all times be an exemplary model, worthy to be followed and imitated.

3.7 Values which play a role in traffic safety

There are different types of values in our lives. All of these types of values play a role in developing our behaviour and decision-making abilities. In any traffic situation a number of values will play a role in the decisions one has to make. Some of these values will lead one to abide the rules and regulations but other values will lead one to disobey the rules. The situation will also influence one's decision. For instance, if you are in a great hurry you will easily decide to disobey traffic rules, for example, not stopping at a stop sign or exceeding the speed limit. As people disobey traffic rules from time to time we have to consider the different values that play a role in the decision to obey or disobey. For example stopping at a stop sign, crossing a street at a point other than a pedestrian crossing, not fastening a safety belt, speeding, drinking and driving and driving without a driver's licence. In traffic situations some values can be considered as leading one towards making positive decisions and in other cases to decide (rightly so) against certain choices. However, this depends on how one values traffic safety. Looking at the different classifications, it seems Bagarrette's (1995) classification is the most suitable for this study. Therefore, types of values which are identified by Bagarrette (1995) that have implications for traffic safety will be used to develop a questionnaire for this study.

Some of the values may play a positive or negative role in each of the above situations. The positive and negative values are listed as follows

3.7.1 Positive values

These are values which influence the decision made in traffic situations in a positive way. This mean that through the following values one will decide to obey traffic rules and regulations.

3.7.1.1 Religious values

These values ask one to obey the rules set by the Government. To be considerate, to be patient and not to endanger one's life or other people's lives.

3.7.1.2 Economic values

These values refer to the production and use of material goods. One who disobeys a traffic rule could be fined. Therefore, economic value will lead one to the decision to obey traffic rules and regulations.

3.7.1.3 Legal values

If one has strong legal values one will obey the traffic rules and regulations

3.7.1.4 Moral values

Strong moral values help one to decide between right and wrong. Stopping at a stop sign for instance is the right thing to do.

3.7.1.5 Safety values

Strong safety values will lead one to consider one's safety as well as that of others. To wear a safety belt is, for instance, important for your own safety.

3.7.1.6 Emotional values

Strong emotional values will lead one to exercise patience in traffic situations.

3.7.1.7 Life values

Life values affect and influence all human actions. In traffic situations, as a driver, you consider your life and other people's lives as important.

3.7.1.8 Self values

If self-discipline is of high value to a person it will lead him/her to obey the traffic rules and regulations



3.7.2 Negative values

The following values may influence traffic safety in a negative way.

3.7.2.1 Authority values

A person with strong authority values wants to be in a position where he/she makes his/her own decision and doesn't want to be regulated by all kinds of rules and regulations. Therefore, if they don't see the reason for stopping at a stop sign or obeying a speed limit they will easily disobey these rules.

3.7.2.2 Time values

Time values guide people to value their own time and forget about other people's time. They are usually in a hurry and easily disobey a stop sign or speed limits.

3.7.2.3 Social values

People with strong social values want to impress their friends and easily yield to peer pressure. For instance, they will drive faster to impress their friends and more easily "drink and drive."

3.7.2.4 Cultural values

Cultural values include all the behaviour which the human being exhibits in conformity with his/her social group and all other human groups. Even in traffic situations one's behaviour depends on the behaviour of the people one is living with and associated with. For example, a child doesn't fasten a safety belt because he/she saw his/her father not fastening his safety belt



3.7.2.5 Recreational values

One aspect of recreational values is pleasure and adventure. To disobey rules and regulations can be seen as “cheap adventure”. Therefore, people who are very adventurous will more easily disobey the rules than those who are not so adventurous.

3.8 Conclusion

Whether a person is a pedestrian, passenger, driver or a cyclist, it remains the primary task of the road user to use the road with great responsibility. A greater demand is made on passengers, pedestrians and drivers, because the statistics of accidents involving them are high. If the driving skills of secondary school learners are well mastered and executed, it gives them enough time to observe and apply defensive driving techniques, and observe what other road users are doing. In this chapter different definitions of traffic safety education were examined. The development of the adolescent was also discussed. The manner in which secondary school learners behave as road users was addressed and the development and improvement of South Africa towards traffic safety education was considered. The discussion of values relevant to traffic safety also enjoyed attention. After considering the different types of values, certain values were identified as those that would most probably play a role in traffic safety. These values will be incorporated when a questionnaire for this study is developed and compiled. The questionnaire will be discussed in the next chapter (Chapter 4).

CHAPTER 4

4. EMPIRICAL RESEARCH

4.1 Introduction

The purpose of this chapter is to describe how the research was designed and how the data were collected, arranged and analysed. This will be done as follows:

Firstly, the methods used in the study will be outlined. This will include the motivation for choosing such methods. Secondly, the investigation will be discussed with reference to how the sample was taken. Thirdly, a discussion of the content of the questionnaires will be included. This will be divided into two categories, namely the questionnaire concerning values in traffic safety and traffic safety education in the case of learners, and the questionnaire concerning values in traffic safety and traffic safety education in the case of teachers. Fourthly, the major findings will be discussed. This will include a discussion of the responses related to the questions.

4.2 Method

Before analysing the information received, it is worthwhile to present the method of study used, namely the quantitative method and criteria used in gathering the information

4.2.1 Description of the quantitative method or research

A quantitative approach may be described in general terms as an approach to research in the social sciences that is more highly formalised as well as more explicitly controlled, with a range that is more exactly defined, and which, in terms of the methods used, is relatively close to the physical sciences (Le Grange, 2000:193). Quantitative research

focuses more on hypothesis testing and verification of casual observation of predefined variables and untested ideas (Makubalo, 1993:7).

4.2.2 Characteristics of quantitative research

Makubalo (1993:8) states the characteristics of quantitative research as follows:

- **Goals**

Having identified a research problem and stated hypotheses, the goal of quantitative research is to collect data that can be summarised quantitatively.

- **Assumptions**

The assumptions made in quantitative research is that data obtained from carefully designed studies can undergo statistical analysis to test hypotheses, ascertain whether observations made are true or spurious and are as a whole findings from one situation or community or generalisations.

- **Disciplinary basis**

The disciplinary basis of quantitative studies is usually from epidemiology and it also includes other disciplines such as demography, economics and behavioural sciences.

- **Strengths**

Large databases can be managed at the same time, a basis for hypothesis testing is provided, quantitative data can undergo statistical testing, statistical inferences can be amended.

- **Limitations**

When obtaining in-depth information on desired issues, quantitative research is usually less sensitive than qualitative research. The reason for this might be that quantitative studies are less discovery orientated.

The main methods used in quantitative inquiry requires that use should be made of in-depth interviews as well as questionnaires, which are among the techniques or instruments used for gathering information (Leedy, 1980:7).

The instrument used for this study will now be discussed.

4.2.3 Questionnaire

The questionnaire is a document normally distributed by post to be completed by the respondent and returned after a specified period of time. On occasion questionnaires are completed by the respondents under supervision of the investigator (Behr, 1988:153). Behr (1988:154) adds that the questionnaire technique for gathering information is used in more than half of the total research studies in education. While many questionnaires seek factual information, others are concerned with determining opinions, attitudes and interests. According to the classification of Behr (1988:154) the following types of questionnaires can be identified:

4.2.3.1 Closed form questionnaire

The closed form of questionnaire facilitates answering and makes it easier for the researchers to code and classify the responses. This is particularly useful if details from a large number of questionnaires have to be dealt with. However, the fixed form of alternative answers may have the effect of influencing the respondent to think along certain lines, which he might not have done otherwise.

4.2.3.2 Open-ended questionnaire

The open-ended form of questionnaire enables the respondent to state his/her case freely, and possibly give reasons as well. The open-ended or free response questionnaire frequently goes beyond statistical data or factual information into the area of hidden motivations that lie behind attitudes, interests, preference and decisions.

In practice a good questionnaire should contain both open and closed forms of questions so that responses from the two forms can be checked and compared (Behr, 1988:157).

4.3 Design of the investigation

This section focuses on the design of this research, and will discuss five aspects related to the investigation. They are:

- the design of the questionnaires
- research population
- problem encountered
- teacher questionnaires
- venues for completing the questionnaires
- processing data

4.3.1 The design of the questionnaires

The questionnaires used for this study were based on the theoretical study of this research (formed mainly by Chapters 2 and 3) and research done by Vreken and Rens (2002). Different questionnaires were designed for Secondary School Learners and Secondary School Teachers. Advice on the design of these questionnaires was received from the Department of Statistics and the Department of Education at the Potchefstroom University for Christian Higher Education. These questionnaires are named as:

- Questionnaire 1: Questionnaire to secondary school learners
(Grades 9, 10 and 11) (see Appendix 3).
- Questionnaire 2: Questionnaire 2 to secondary school teachers
(see Appendix 4).

The intention of the questionnaires was, *inter alia*, to investigate the following aspects:

- The importance of traffic safety and traffic safety education for secondary school learners.
- The importance of traffic safety and traffic safety education for secondary school teachers.

- The role of values in the decisions that are made in traffic situations.

4.3.2 The research population

When the questionnaires were distributed, use was made of purposive sampling whereby only those respondents who best met the purpose of the study were selected (Bailey, 1987:94). In this case the target population was secondary school learners both male and female preferably the Grade 9, 10 and 11 learners of the 13 Potchefstroom secondary schools. The total population of the research includes learners from 8 secondary schools of the Potchefstroom circuit. Learners were randomly selected and 20 from each grade were included. Each school would therefore be represented by 60 learners.

4.3.3 Problems encountered

The statistics discussed and outlined above clearly show that there were some problems in carrying out the research. The problems experienced were with schools and learners.

4.3.3.1 Schools

The time allocated for conducting research, which was after school, during lunch and even it during the beginning of examination, was not convenient. Learners were in a hurry to go home or to go for lunch and were not prepared to stay for the extra time required to fill out the questionnaires.

4.3.3.2 Learners

Discipline proved to be a problem in some schools. The learners were disruptive and unwilling to co-operate. In some instances all the learners would want to take part in the research, thereby disrupting the chosen 60 learners.

4.3.4 Teachers questionnaires

Demographic information of teachers was not important in this research. The aim of distributing questionnaires to teachers was to determine their input, knowledge and experience and how they value traffic safety and traffic safety education.

4.3.4.1 Population

Teachers at schools (same schools used for learners) were selected randomly. One teacher was selected from each of Grade 9, 10 and 11. This means that 3 teachers were selected from each of the schools. This adds up to a total number of 24 teachers who participated in this research.

4.3.5 Venues for completing the questionnaires

As the research population was based on the secondary school learners and secondary school teachers, the venues for completing the questionnaire were their different schools at times that were organised with the schools.

4.3.6 Processing of data

The questionnaires received back from the respondents, i.e. secondary school learners and secondary school teachers, were processed by the Statistical Consultation Services of the university. The results were then analysed and interpreted. It is assumed that the percentages and averages as calculated from the questionnaires are representative of the views of the learners and teachers who took part in this research project.

Computer-generated graphs are used to show the values of the respondents towards traffic safety and traffic safety education. Tables are also used to show the values of the respondents towards traffic safety and traffic safety education.

In the next section the analysis and interpretation of the information from the empirical study conducted on traffic safety will be undertaken. The views of the learners and teachers will be discussed.

4.4 Analysis and interpretation of the results

In this section the analysis and interpretation of the results of the responses to the questionnaires distributed to secondary school learners (Grade 9,10 and 11) and secondary school teachers will be undertaken. The questionnaires had four sections. Section A focused on demographic information about the learners. Section B sought information about traffic safety. Section C was concerned with traffic safety education. Section D concentrated on finding information about values in traffic safety. In order to make the analysis easier, diagrams and graphs will be used.

4.4.1 Demographic information of the learners (Section A of Questionnaire 1).

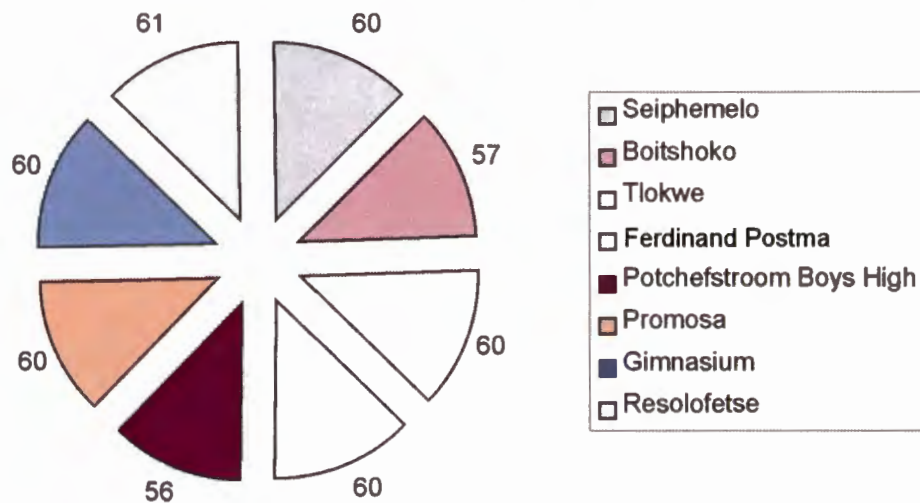


Figure 4.1 The schools and the number of learners who participated

There were eight schools from the Potchefstroom area that participated in this research. Five schools had 60 learners who participated. One school had 57, one school had 56 and one school had 61.

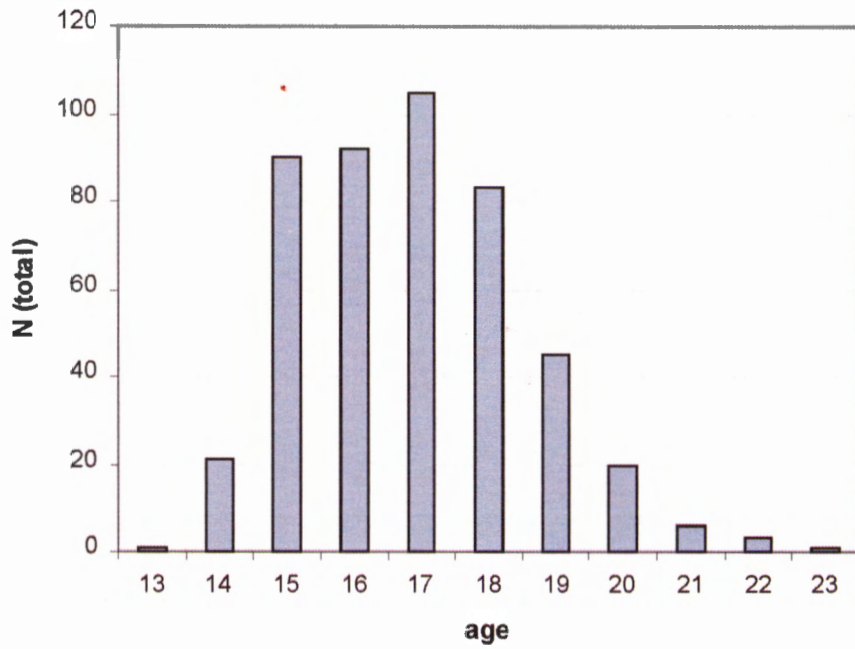


Figure 4.2 Age of the learners

The age of the respondents ranged from 13 to 20 for learners but one was 23 years old. Most of the learners were between 15 and 18 years old

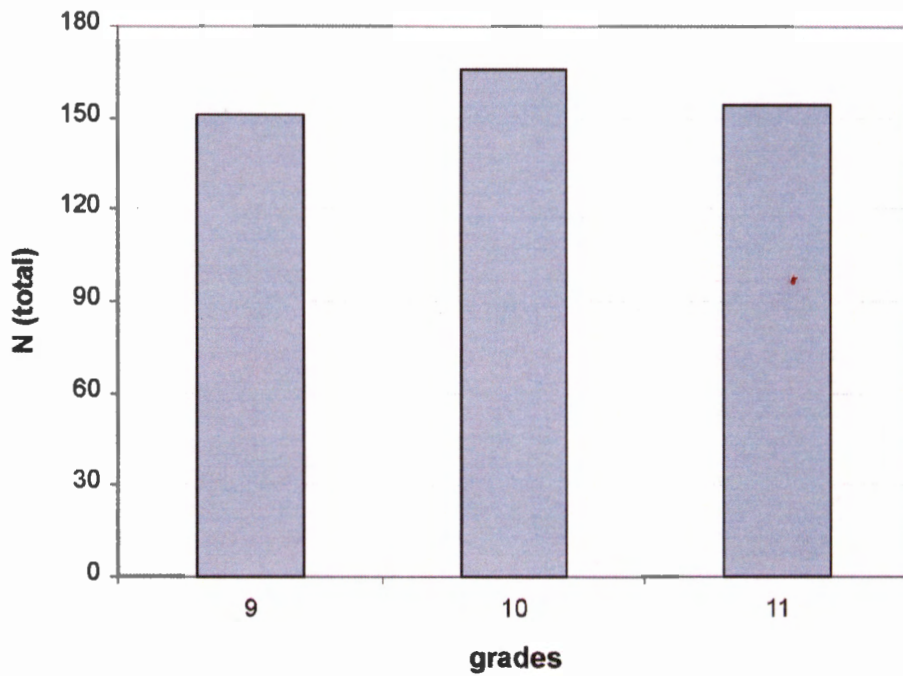


Figure 4.3 Grades participating (Grade 9, 10, 11)

The number of participants from each grade were more or less the same.

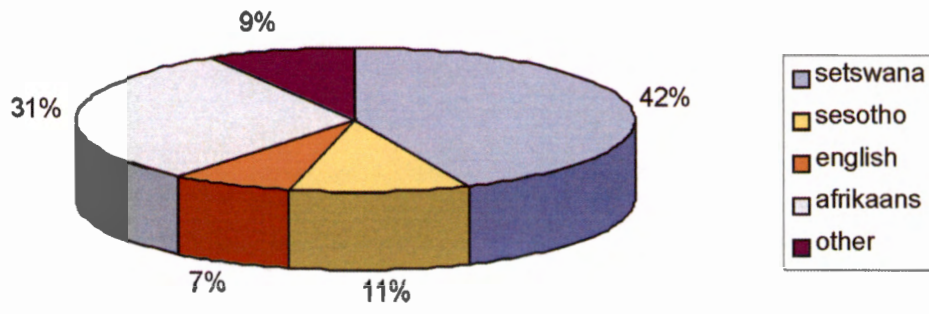


Figure 4.4 The primary languages of the learners

Most of the learners (42%) were Setswana speaking. While 31% were Afrikaans speaking.

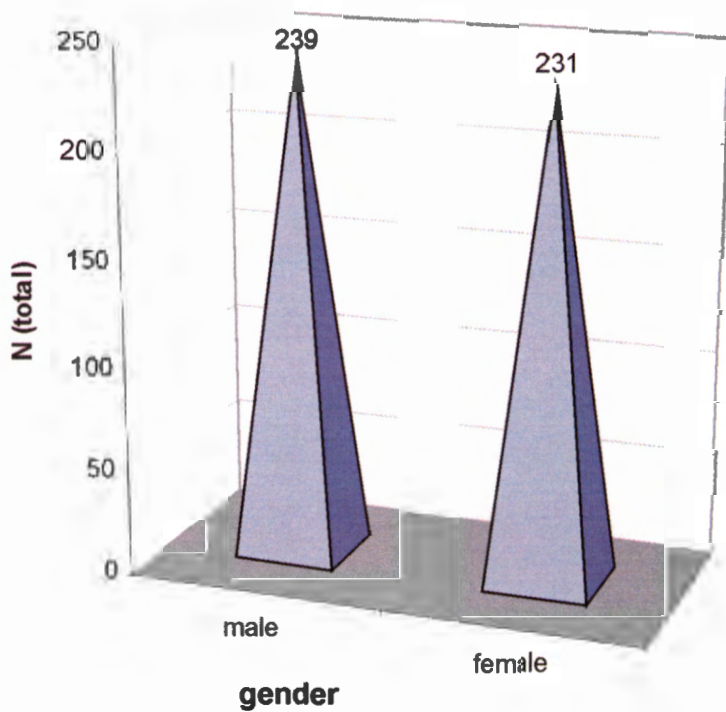


Figure 4.5 Learner's gender

The information in figure 4.5 represents the learners' gender. There were approximately the same number of male and female learners.

4.4.2 Learners' responses to the questionnaire

Learner's responses are analysed and discussed in this section, with the aim to answer the questions which were posed in chapter 1.

4.4.2.1 Section B: Traffic safety

The aim of the questions in section B was to determine the importance of traffic safety and traffic safety education to learners, other children of their age and to adults and if they see adults as good role models for safe road usage (cf. 1.3).

4.4.2.1.1 The importance of being a safe road user

Question: How important is it for learners to be safe road users as pedestrians, cyclists, passengers or as drivers? The learners had to respond to this question by selecting a possible value between 1 and 5 ('not at all, to very much').

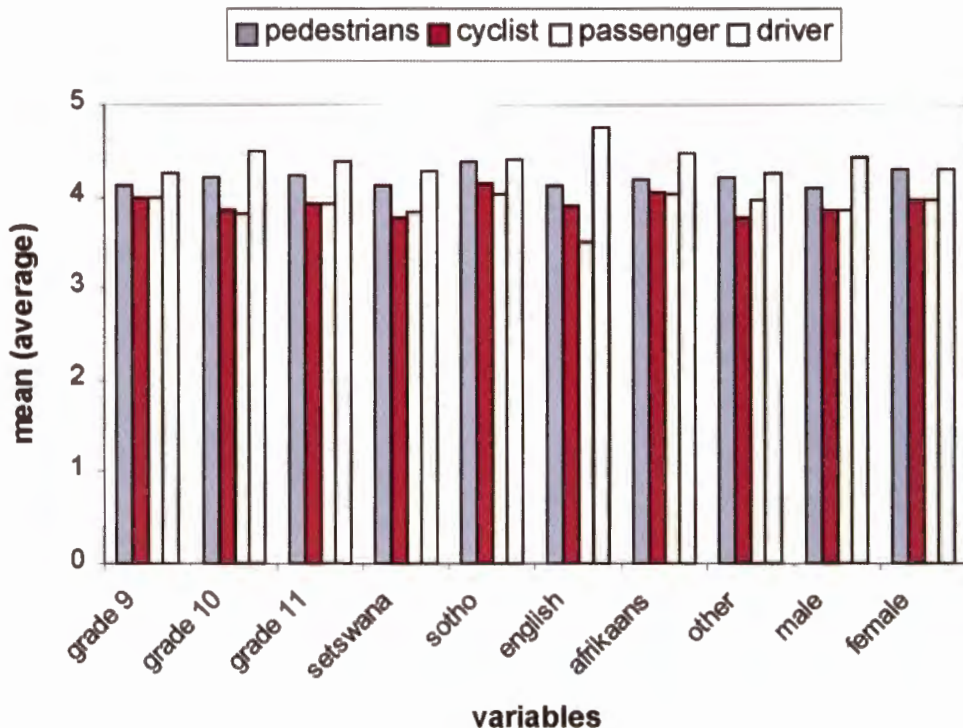


Figure 4.6 Learners' response to the importance of being safe road user as pedestrians, cyclists, passengers and drivers

Figure 4.6 represents the mean response of learners for the above-mentioned question. School grades, gender and languages are included in the graph. The response was as follows:

Grades

- Grade 9 responded by indicating that it is important to be a safe road user as a driver (average 4,12), as a pedestrian (average 3,99), as a passenger (average 4,0) and as a cyclist (average 3,99). According to the Grade 9 results the highest value or degree of importance was allocated to the driver as a safe user of the road.
- The Grade 10 response to the same question revealed the following results (compare Figure 4.6) the driver was ranked highest (average 4,50), followed by pedestrians (average 4,20), cyclists (average 3,86) and passengers (average 3,81). According to the Grade 10 results the highest value or degree of importance was allocated to the driver as a safe user of the road.
- The Grade 11 response to the same question revealed the following rating order: the driver (average 4,39), the pedestrian (average 4,23), the cyclist (average 3,93), the passenger (3,92). According to the Grade 11 results the highest value or degree of importance was allocated to the driver as a safe road user.

The results for the different grades indicate they all consider it as very important to be a safe road user in all four different situations as road user (pedestrian, cyclist, passenger and driver).

In all 3 grades “drivers” received the highest degree of importance

Language groups

Table 4.6 Importance to different languages groups

| | Setswana | Sotho | English | Afriakaans | Other |
|--------------------|-----------------|--------------|----------------|-------------------|--------------|
| Pedestrians | 4,12 | 4,38 | 4,13 | 4,19 | 4,21 |
| Cyclists | 3,77 | 4,14 | 3,90 | 4,05 | 3,77 |
| Passengers | 3,83 | 4,04 | 3,50 | 4,04 | 3,97 |
| Drivers | 4,28 | 4,40 | 4,75 | 4,47 | 4,25 |

The results also indicate without exception that all the different language groups considered being a safe road user as driver as the most important.

Gender

According to the results the difference between the ratings of the male and female learners in connection with the driver as safe user of the road, was as follows: male responses (4,44) and female responses (4,30). The values for the rest of the road user categories revealed the following results: pedestrians - male ratings (4,09) and female ratings somewhat higher at (4,29); cyclists - male ratings (3,86) compared to the somewhat higher rating by females (3,96) passengers - male ratings (3,85) and female ratings (3,97).

It is thus clear that both male and female respondents consider being a safe road user as a driver as the most important. But that the importance for pedestrian, passenger and cyclist was also very high.

4.4.2.1.2 Learners' opinions of how important it is to other children to be safe road users

Question : How important it is to other children to be safe road user as pedestrians, cyclists, passengers or as a drivers?

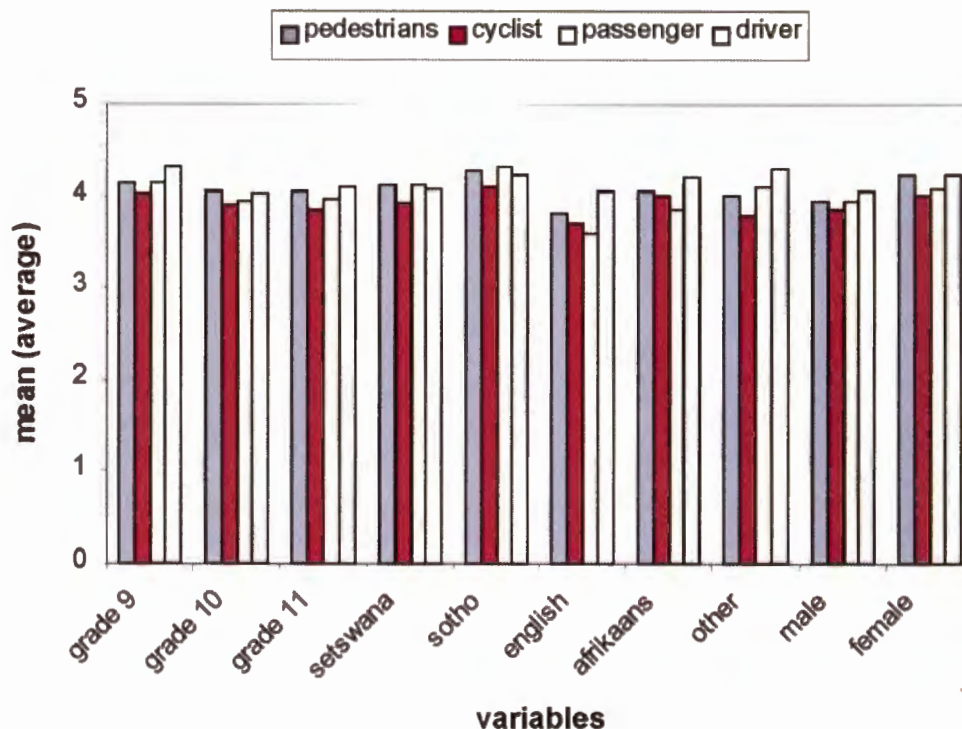


Figure 4.7 Learners' opinions of the importance to other children to be safe road users

Figure 4.7 represents the mean response of learners for the above mentioned question. School grades, gender and languages are included in the graph.

Grades

- Grade 9 learners' response to the above question were as follows: pedestrians with an average of (4,15), cyclists with an average of (4,04), passengers with an average of (4,14) and drivers with a high average of (4,33). This means that Grade 9 respondents thought that other children of their age would in the first place value safe drivers as road users.
- Grade 10 learners gave indications that other children of their age would on average value safe users of the road in the following sequence: pedestrians (4,06), drivers (4,04); passenger (3,94); and cyclists (3,91).
- Grade 11 learners indicated that other children of their age would in the first place value drivers as safe users of the road (4,10), followed by pedestrians (4,06), passengers (3,97) and cyclists (3,87)

When comparing the responses of the different grades it is clear that there is not a big differences between the responses of the different grades.

Language groups

Table 4.7 Opinions of different language groups

| | Setswana | Sotho | English | Afrikaans | Other |
|--------------------|-----------------|--------------|----------------|------------------|--------------|
| Pedestrians | 4,13 | 4,27 | 3,81 | 3,81 | 4,02 |
| Cyclists | 3,92 | 4,10 | 3,71 | 3,71 | 3,80 |
| Passengers | 4,13 | 4,31 | 3,59 | 3,59 | 4,11 |
| Drivers | 4,08 | 4,24 | 4,06 | 4,06 | 4,30 |

From table 4.7 it seems there is slight differences in the opinions of the different groups. The weight given by the English and also by the Afrikaans groups is lower than the weight given by the other languages groups.

Gender

In comparison the male and female responses revealed the following differences: with regard to pedestrians - male (3,94) and female (4,23); with regard to cyclists - male (3,87) and female (4,01); with regard to drivers - male (4,06) and female (4,23).

Both male and female respondents gave a clear indication that they are of the opinion that other learners consider being a safe road user as very important.

4.4.2.1.3 Learners' opinions of how important it is to adults to be safe road users

Question: How important it is to adults to be safe road users as pedestrians, cyclists, passengers or as a drivers.

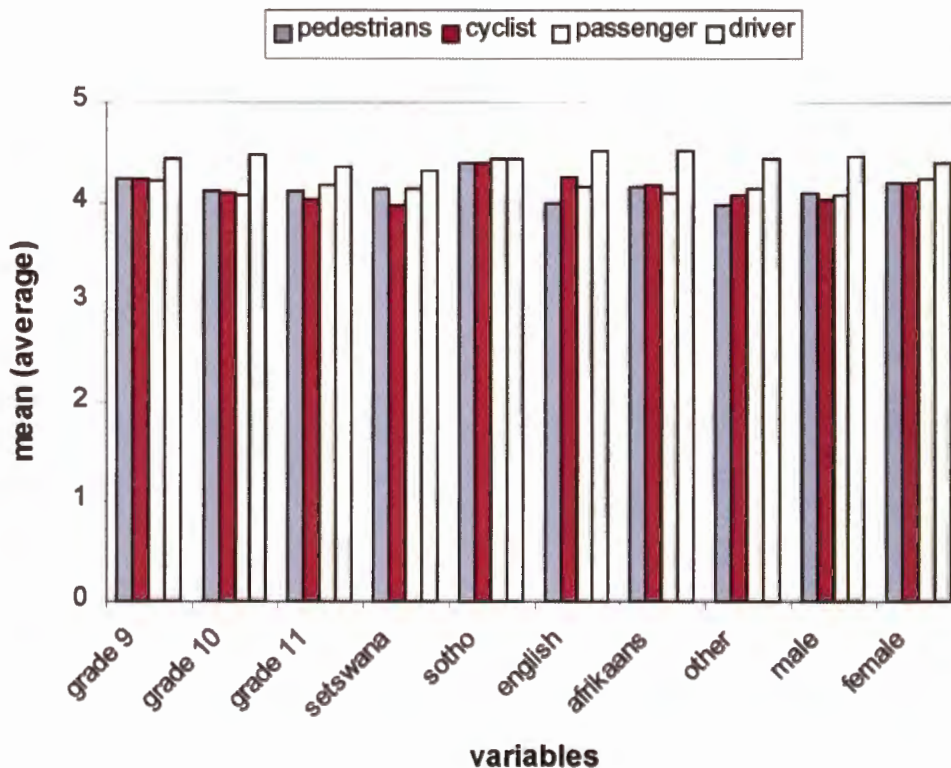


Figure 4.8 Learners' opinions on adults as safe road users

Figure 4.8 represents the opinions of the total group of learners that participated in responding to this question. Gender and languages are also included. The response is as follows:

Grades

- To the opinions of the grade 9 learners adults consider it as very important to be safe road user in all four situations. The average weight (out of 5) was as follows: drivers (4,43), cyclists (4,24) pedestrians (4,23), and passengers (4,22). This indicates that Grade 9 learners think that adults consider it as important to be safe road users.

- Grade 10 responded to the same question as stated above (figure 4.7) in the following sequence: a driver at a high average of (4,47), pedestrians with an average of (4,11), passengers with an average of (4,07) and somewhat lower still an average of (4,1) for cyclists. This indicates that the responses of Grade 10 do not differ from those of the Grade 9 participants.
- Grade 11 responded to the same question by placing drivers in the highest position (4,36); followed by passengers (4,17) a pedestrians (4,11), cyclists (4,04).

This indicates that learners think it is of high importance to adults to be safe road users.

Language groups

Table 4.8 Opinions of different language groups

| | Setswana | Sotho | English | Afrikaans | Other |
|-------------|-----------------|--------------|----------------|------------------|--------------|
| Pedestrians | 4,13 | 4,40 | 4,00 | 4,16 | 3,97 |
| Cyclists | 3,98 | 4,39 | 4,25 | 4,17 | 4,08 |
| Passengers | 4,13 | 4,43 | 4,15 | 4,09 | 4,14 |
| Drivers | 4,32 | 4,32 | 4,51 | 4,51 | 4,51 |

The results indicate that the learners from the different languages groups think that adults consider being a safe road user as very important. They all gave the highest weight to the driver situation except for the Sotho speaking group who gave it the lowest weight. But the weight for all four situations is still very high.

Gender

The following results were obtained from the information gathered with regard to learners' responses to the question: the driver - male responses (4,45) and female responses (4,39); pedestrians - male responses (4,09) and female responses somewhat higher (4,19); passengers - male responses (4,08) and female responses higher (4,23); and cyclists - male responses (4,04) and female responses (4,19).

It is thus clear that there was only a small differences between the responses of the male and female learners.

4.4.2.1.4 Learners' opinions on adults as good role models for safe road usage.

Question: Do you consider adults to be good role models for safe road usage as pedestrians, cyclists, passengers and or as a drivers?

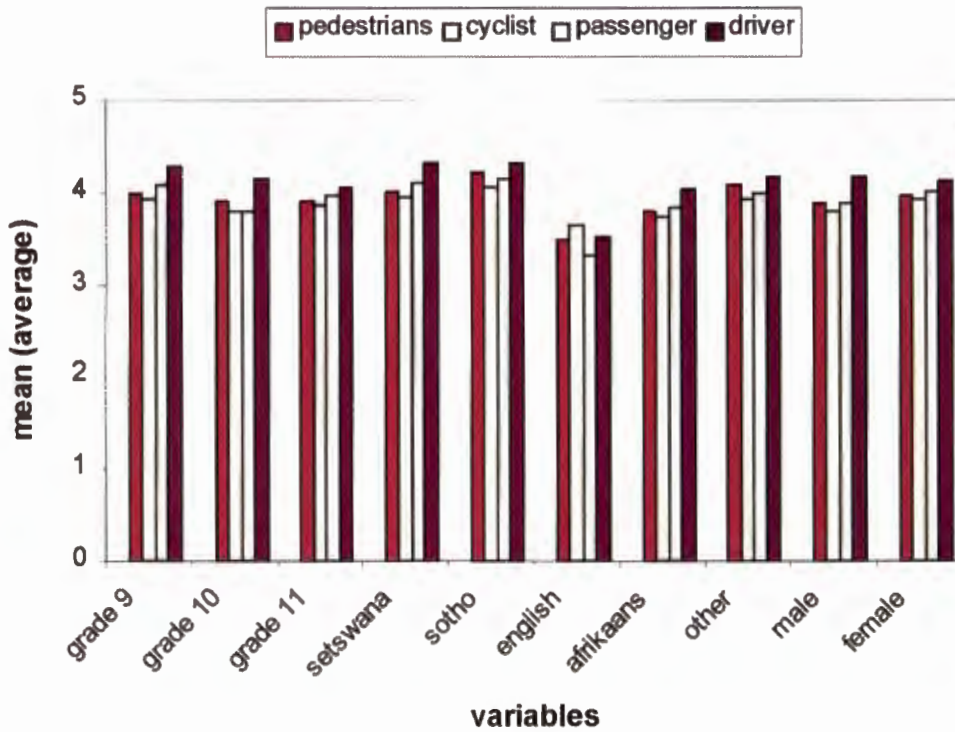


Figure 4.9 Learners' opinions on adults as good role models

Figure 4.9 represents the mean response of learners for the above mentioned question. School grades, gender and languages are included in the graph.

Grades

On average all three groups consider adults as good role models for safe road users. The importance for the different road situations is as follows:

- Grade 9 learners considered drivers as the most important category from among the adults as good role-models with regard to safe road usage (4,29), followed by passengers (4,08), pedestrians (4,00) and cyclists (3,94)
- Grade 10 learners considered drivers as the most important category from among the adults as good role-models with regard to safe road usage (4,14), followed by pedestrians (3,91), passengers (3,81) and cyclists (3,79).
- Grade 11 learners also supported a driver as good role model for safe road usage with average of (4,06). Next in line were passengers (3,98), pedestrians (3,90) and cyclists (3,87), pedestrians

From this it seems that learners consider adults to be good role models for safe road usage, especially in their capacity as drivers.

Language groups

Table 4.9 Opinions of different language groups

| | Setswana | Sotho | English | Afrikaans | Other |
|--------------------|-----------------|--------------|----------------|------------------|--------------|
| Pedestrians | 4,02 | 4,21 | 3,50 | 3,79 | 4,08 |
| Cyclist | 3,95 | 4,07 | 3,65 | 3,74 | 3,94 |
| Passengers | 4,10 | 4,15 | 3,32 | 4,15 | 4,00 |
| Driver | 4,32 | 4,33 | 3,52 | 4,05 | 4,18 |

From this table it is clear that the different language groups consider adults to act as good role models of safe road usage. The English speaking group however recorded the lowest score for all four road situations.

Gender

Both genders consider adults as good role models for safe road usage. For the different road situations they rated the driver as the most important, i.e.(4,17) by males and (4,13) by females. Pedestrians gained (3,88) by males and (3,98) by females. To follow were passengers with (3,88) by males and (4,02) by females while cyclists averaged (3,81) by males and (3,92) by females.

4.4.2.1.5 Response to the open-ended question for learners

The learners were asked one open question.

“Why do you (learner) think it is important to be a safe road user? Please give 3 reasons”

Learners’ responses to the above question clearly indicated that they would really need to receive formal training or education in connection with traffic safety. The 474 learners participated in this research, presented different arguments. They were allowed to give three reasons. Most learners gave almost the same reason which could be summarised as follows:

- A number of learners (40%) agreed that it is important to be a safe road user so that their own lives can be saved.
- A number of learners (20%) agreed that it is important to be a safe road user so that they can save other people’s lives.
- A number of learners (10%) agreed that it is important to be a safe road user in order to reduce road accidents.

Apart from the reasons above, two other reasons appeared frequently, namely:

- The agreement (10% of the learner respondents) that it is important to be a safe road user because everyone has the right to live and therefore no one is allowed to kill anyone on the road.
- The agreement (20% of the learner respondents) that they desire to avoid involvement in accidents and die naturally instead of being killed during an accident.

4.4.2.2 Section C: Traffic Safety Education

In chapter 3 the importance of traffic safety and traffic safety education was pointed out. The need for learners to receive training in traffic safety was discussed. This section aim to attain the objectives which were posed in chapter 1 (see 1.5.3. and 1.5.4).

4.4.2.2.1 The importance of receiving formal education/training in the field of traffic safety.

Question: How important is it to you to receive formal education/training in the following aspects of traffic safety: as pedestrians, cyclists, passengers or as a drivers?

The learners had to response to this question by selecting a possible value between 1 and 5 (“not at all” to “very much”).

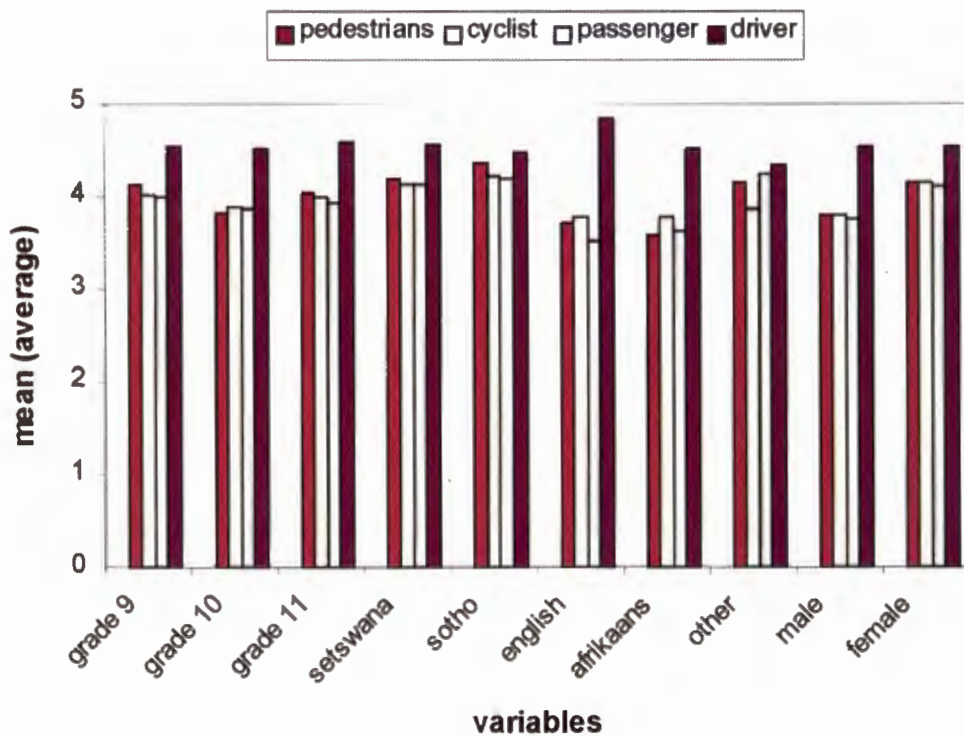


Figure 4.10 Learners’ response to the importance of receiving formal training as pedestrians, cyclists, passengers and drivers .

Figure 4.10 represents the different groups of learners who responded to the question asked.

Grades

- A remarkable (4,54) average of respondents of Grade 9 learners are of the opinion that it is important for them to receive formal training as a driver. Other road users rated as follows: pedestrians attained (4,12) average, cyclists averaged (4,02) and passengers only (4,0).
- Grade 10 learners responded similarly to the same question in that the driver was again rated highest, in this case at (4,53). The rest of the ratings were (3,87) for passengers, (3,82) for pedestrians and (3,9) for cyclists. This means that Grade 10 respondents are of the opinion that they need to receive formal training as a driver.
- The majority of learners from the Grade 11 group supported the training as a driver as being the most important (4,59). According to the responses the remaining distribution rendered averages such as pedestrians (4,04), passengers (3,94) and cyclists (4,00).

The results for the above question (figure 4.10) state that all learners agree that it is important for them to receive formal training as a driver.

Language groups

Table 4.10 Importance to different language groups

| | Setswana | Sotho | English | Afrikaans | Other |
|--------------------|-----------------|--------------|----------------|------------------|--------------|
| Pedestrians | 4,12 | 4,378 | 3,72 | 3,59 | 4,16 |
| Cyclists | 4,13 | 4,22 | 3,78 | 3,78 | 3,88 |
| Passengers | 4,13 | 4,19 | 3,53 | 3,64 | 4,23 |
| Drivers | 4,56 | 4,48 | 4,85 | 4,53 | 4,34 |

The results indicate that learners consider receiving training as a driver

Gender

Both genders considered receiving formal training as a driver as the most important in the traffic safety situation, i.e. (4,54) for males and (4,55) for females. Responses in connection with the rest of the road user categories were distributed as follows: passengers (female) respondents (4,1) and male respondents (3,77); cyclists -male respondents (3,81) and female respondents (4,15) and pedestrians - male respondents (3,81) and female respondents (4,16).

It is thus clear that both male and female respondents consider receiving training as a driver as the most important. But that the importance of receiving training for pedestrian, cyclist and passenger was also high.

4.4.2.2 Learner's opinions of how important it is to other children in receiving training in the aspects of traffic safety

Question: How important do you think other children will consider training in traffic safety as pedestrian, cyclist, passenger or as a driver

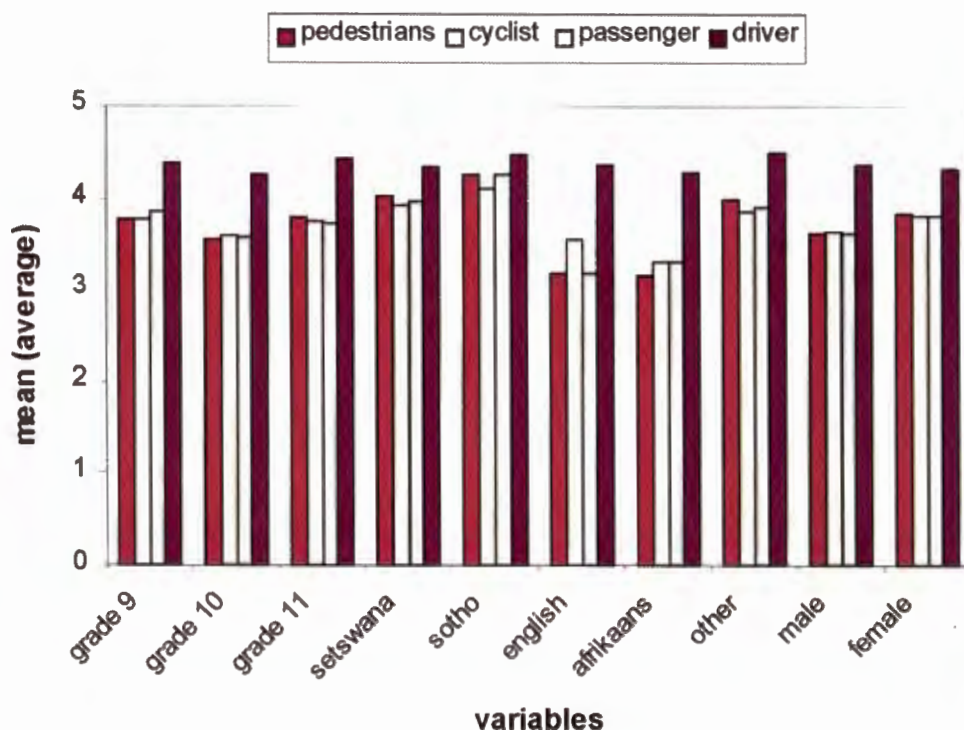


Figure 4.11 Learners' opinions of other children to receive formal training in traffic safety

Figure 4.11 represents the mean response of learners for the above mentioned question. School grades, gender and languages are included in the graph.

Grades

- The Grade 9 learners are of the opinion that other learners will also consider it as important to receive training as drivers (4,39), passengers (3,86), pedestrians (3,78) and cyclists (3,78). A remarkable (4,39) average of Grade 9 respondents from the learners were of the opinion that other learners will be considered to receive formal training. The rest of the averages were (3,86) for passengers, (3,78) for pedestrians and (3,78) for cyclists.
- The Grade 10 responses to the same question were almost the same as the Grade 9 responses. According to their responses the importance of formal training, as viewed by other children, should be rated as follows: drivers (4,26), passengers (3,58), pedestrians (3,56) and cyclists (3,60).
- According to the Grade 11 responses the importance of formal training, as viewed by other children, should be rated as follows: drivers (4,35), passengers (3,58), pedestrians (4,03) and cyclists (3,60).

It is thus clear that learners opinions of the above question (figure 4.11) consider receiving training as driver. But that the training for pedestrian, cyclist and passenger was also important.

Languages groups

Table 4.11 Opinions of different language groups

| | Setswana | Sotho | English | Afrikaans | Other |
|--------------------|-----------------|--------------|----------------|------------------|--------------|
| Pedestrians | 4,03 | 4,26 | 3,18 | 3,15 | 4,00 |
| Cyclist | 3,93 | 4,11 | 3,56 | 3,32 | 3,86 |
| Passengers | 3,97 | 4,26 | 3,19 | 3,32 | 3,91 |
| Drivers | 4,35 | 4,47 | 4,36 | 4.27 | 4,50 |

From this table it is clear that all the different language groups are of the opinions that other learners will consider it as important to receive formal training as a road user.

Gender

Both genders consider a driver as a road user that should receive formal training, i.e. respondents are of the opinion other learners would view the issue as important. The following averages were obtained: drivers - male responses (4,37) and female responses (4,32); pedestrians - male responses (3,61) and female responses (3,83); passengers - male responses (3,62) and female responses (3,82); and cyclists - male responses (3,63) and female responses (3,81).

4.4.2.2.3 The responsible people to educate/train traffic safety

Question: If education/training in traffic safety should take place, who do you think should be responsible for it in each case?

In this question learners were allowed to choose and mark more than one person who should be responsible for their training.

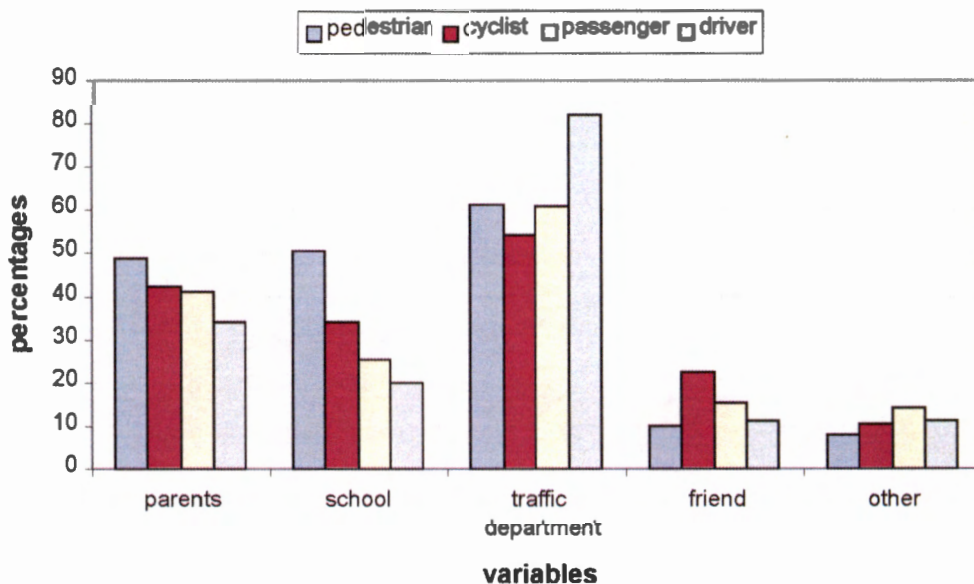


Figure 4.12 Learners' response to who should be responsible to teach traffic safety to them as pedestrians, cyclists, passengers and drivers

Figure 4.12 represents the mean response of learners for the above mentioned question. From figure 4.12 it is clear that the learners consider the Traffic department as the main role player in training them to be safe road users. Parents and the school should, according to the learners, also play an important role.

4.4.2.2.4 Open-ended question

In this question learners were asked to answer the question by giving reasons for traffic safety education to take place.

“Why do you think traffic safety education should take place (or not)? Please give 3 reasons”

Learners agreed that it is important for traffic safety education to take place in their schools. The reasons they provided included the following:

- To gain knowledge and improve skills with regard to traffic safety.
- To be able to learn the correct rules and regulations which apply to the road user as pedestrian, cyclist, passenger and driver.
- To address a need because their way of life necessitates much time spent on the road (to and from school); therefore they need to know what they are supposed to do on a road and as part of a traffic system

The learners' response to the above question clearly indicate that they would really need to receive formal training/education in connection with traffic safety.

4.4.2.3 Section D: Traffic safety and values

In any traffic situation, values play an important role in the decisions one has to make. Some of these values will lead one to obey rules/regulations but other values will lead one to disobey traffic rules from time to time. We have to consider the different values

that play a role in the decision to obey or disobey a traffic rule. For example stopping at a stop sign, crossing a street at a point other than a pedestrians crossing, not fastening a safety belt, speeding, drinking and driving, driving without a drivers license etc. The questions in this section were posed to find answers to the questions in chapter 1 (see 1.3).

4.4.2.3.1 Values which influence learners when obeying a traffic rule

Question: When you decide to obey a traffic rule, to what extent do the following values influence you to make a positive decision

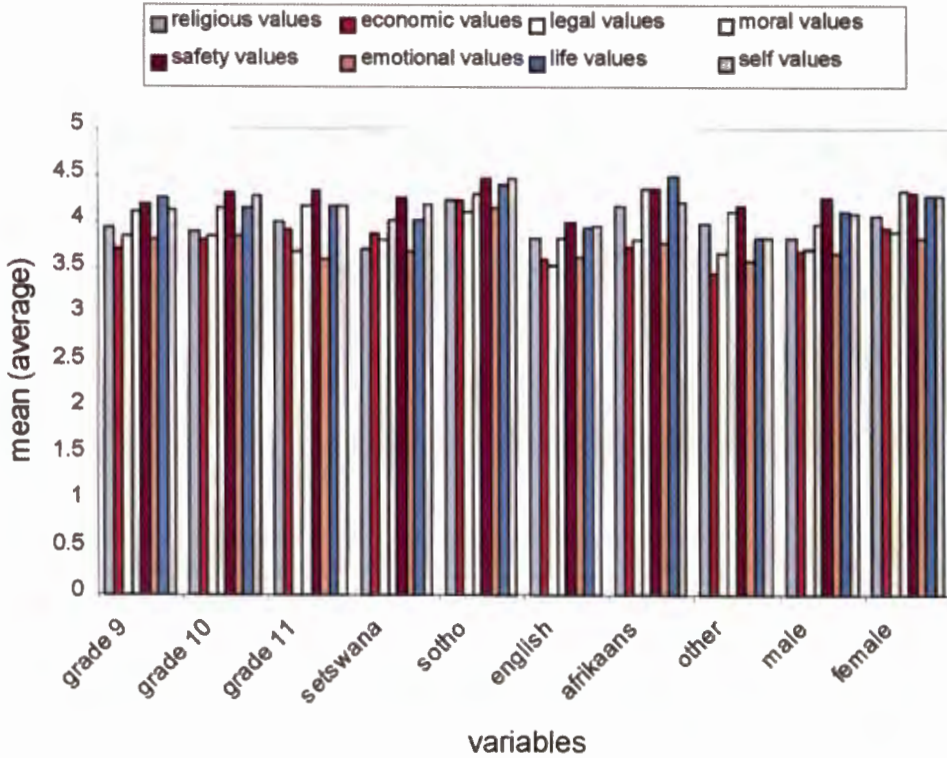


Figure 4.13 Learners’ response to the values which influenced them when obeying a traffic rule

Figure 4.13. represents eight values which influence traffic safety. Grades, languages and gender are variables which form part of these research. From this question one value per variable is selected and the way in which it influences them in decision making is illustrated.

Grades

- Grade 9 respondents to a large extent agreed on **life values**. Such values would influence their decision in obeying traffic rules and developing a positive decision (4,25).
- Grade 10 respondents to a large extent agreed on **safety values**. Such values would influence their decision in obeying a traffic rule and developing a positive decision (4,32).
- Grade 11 respondents to a large extent agreed on **safety values**. Such values would influence their decision in obeying traffic rules and developing a positive decision. (4,33).

It is thus clear that learners consider safety values as the most important value which influenced them when obeying traffic rule, but the importance of other values was also high.

Language groups

Opinions of the different language groups

With regard to the influence exercised by values when making a decision to obey traffic rules and when developing a positive decision, the responses of the speakers of different languages revealed the following results:

- Setswana speaking respondents to a large extent agreed on **safety values** (4,25).
- Sotho speaking respondents to a large extent agreed on **self-values** (4,47).
- English speaking respondents to a large extent agreed on **safety values** (4,00).
- Afrikaans speaking respondents to a large extent agreed on **moral values** and **safety values** (4,36) each.
- The speakers of other languages to a large extent agreed on **safety values** (4,16).

Although there are some differences between the language groups, all the values still play an important role.

Gender

With regard to the influence exercised by values when making a decision to obey traffic rules and when developing a positive decision, the responses of the different genders revealed the following results:

- **Males**
They to a large extent agreed on **safety values (4,25)**.
- **Females**
They to a large extent agreed on **safety values (4,31)**.

In the above figure (figure 4.13) it seems learners agree that safety values is the value which influenced them most when obeying a traffic rule, but other values was also important to learners.

It is therefore important to emphasise these positive values in the teaching of traffic safety.

4.4.2.3.2 Values which influenced learners when disobeying a traffic rule

Question: When you decide not to obey a traffic rule, to what extent do the following values influence you to make a negative decision?

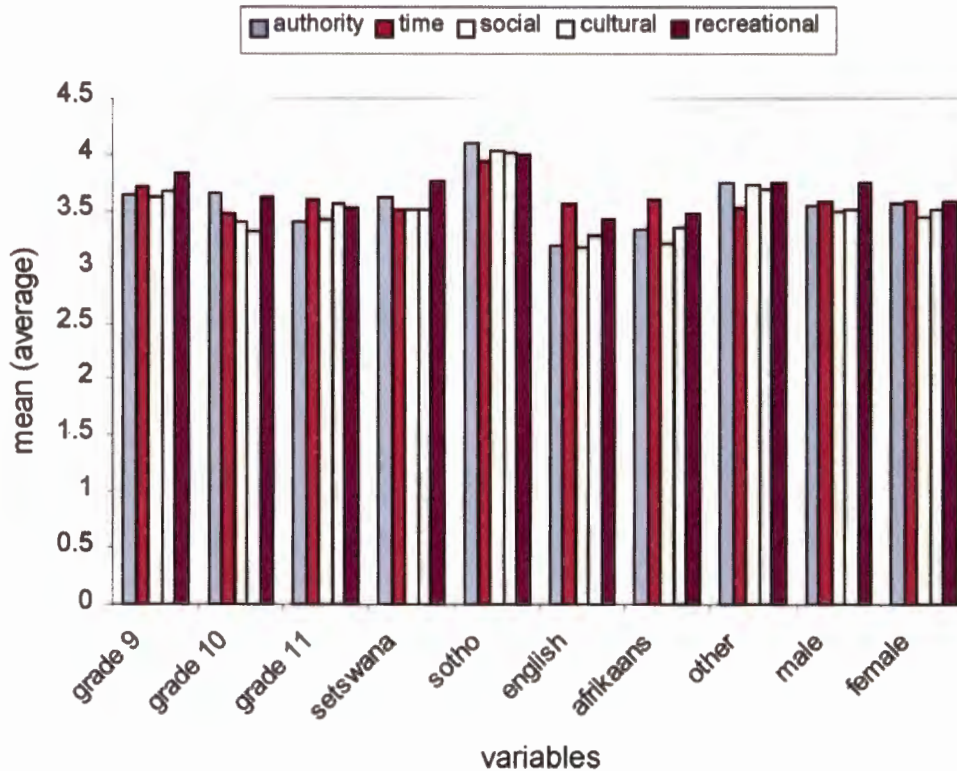


Figure 4.14 Learners' response to the values which influenced them when disobeying a traffic rule

Figure 4.14 represents five values which can influence a learner to disobey a traffic rule. Grades, languages and gender are variables which form part of this research. From this question one value per variable is selected and the way it influences them in decision making is illustrated.

Grades

With regard to the influence exercised by values when making a decision not to obey traffic rules and when developing a negative decision, the responses of the different grades revealed the following results:

- Grade 9 respondents to a large extent agreed on **recreational values** (3,84).
- Grade 10 respondents to a large extent agreed on **authority values** (3,65).
- Grade 11 respondents to a large extent agreed on **cultural values** (3,56).

It is thus clear that learners' response is slightly different for each grade.

Language groups

Opinions of different language groups

With regard to the influence exercised by values when making a decision not to obey traffic rules and when developing a negative decision, the responses of the speakers of different languages revealed the following results:

- Setswana speaking respondents to a large extent agreed on **recreational values** (3,77).
- Sotho speaking respondents to a large extent agreed on **social values** (4,04).
- English speaking respondents to a large extent agreed on **time values** (3,56)
- Afrikaans speaking respondents to a large extent agreed on **time values** (3,61)
- Speakers of other languages to a large extent agreed on **authority values** (3,75).

From the above it is clear that although all five values play an important role, there are definite differences between different language groups.

Gender

With regard to the influence exercised by values when making a decision not to obey traffic rules and when developing a negative decision, the responses of the different genders revealed the following results:

- **Males**

They agreed to a large extent on **recreational values** (3,74).

- **Female**

They agreed to a large extent on **time values** and **recreational values** (3,58 each). In figure 4.14 it seems learners differ with the opinions of which value influenced their decision when disobeying a traffic rule. Recreational values was a value which

influenced most learners when disobeying a traffic rule. However, other values were also important.

It should therefore be important for traffic safety education to help learners make decisions on the grounds of positive values (as in figure 4.13) and to reduce the importance of the negative values (figure 4.14).

4.4.3 Demographic information of the teachers (Section A of Questionnaire 2)

Demographic information of teachers was not important. The aim of distributing the questionnaire to teachers was to determine their input, knowledge, and experience and how they value traffic safety and traffic safety education.

The teachers (at the same sample of schools as used for learners) were selected randomly. One teacher was selected from each of Grades 9, 10 and 11. This means that 3 teachers were selected from each of the schools. This adds up to a total number of 24 teachers who participated in this research.

4.4.4 Teachers' responses to Questionnaire 2

The teachers' responses were analysed and will now be discussed in this section.

4.4.4.1 Traffic safety (section B of Questionnaire 2)

The aim of this section was to determine how many teachers received training during their professional training as teachers and how important they consider traffic safety and traffic safety education for learners. Also the importance of a safe road user was determined.

4.4.4.1.1 Training received in traffic safety education

“Have you received any training in traffic safety education during your professional training?”

Out of 24 teachers participating in this research only 6 teachers received some form of training in traffic safety education during their professional training.

4.4.4.1.2 Importance of traffic safety and traffic safety education

“As a teacher, how do you view the importance of traffic safety and traffic safety education for learners?”

A total of 100% respondents agreed that they view traffic safety and traffic safety education as important, thought that their learners should receive training, hope that the learners would develop a positive attitude and appreciate the value of traffic safety education

4.4.4.1.3 The importance of being a safe road user.

Question: How important is it for teachers, learners and adults/colleagues to be safe road users as pedestrians, cyclist, passenger or as a drivers.

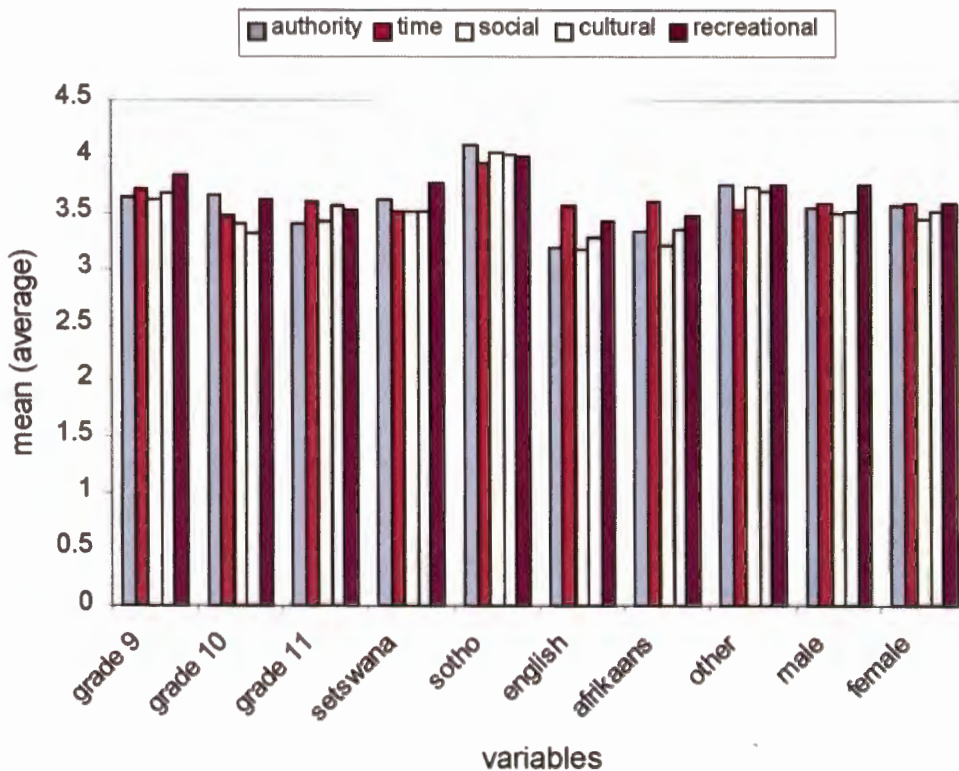


Figure 4.15 Teachers’ response to the importance of being a safe road user

Teachers consider it as very important (above a weight of 4) for teachers, learners and adults/colleagues to be safe road users. This holds for all four situations (pedestrian, cyclist, passenger and driver)

4.4.4.1.4 Teachers' opinion on adults as good role models to learners as road users.

Question: Do you consider adults to be good role models to learners for safe road usage?

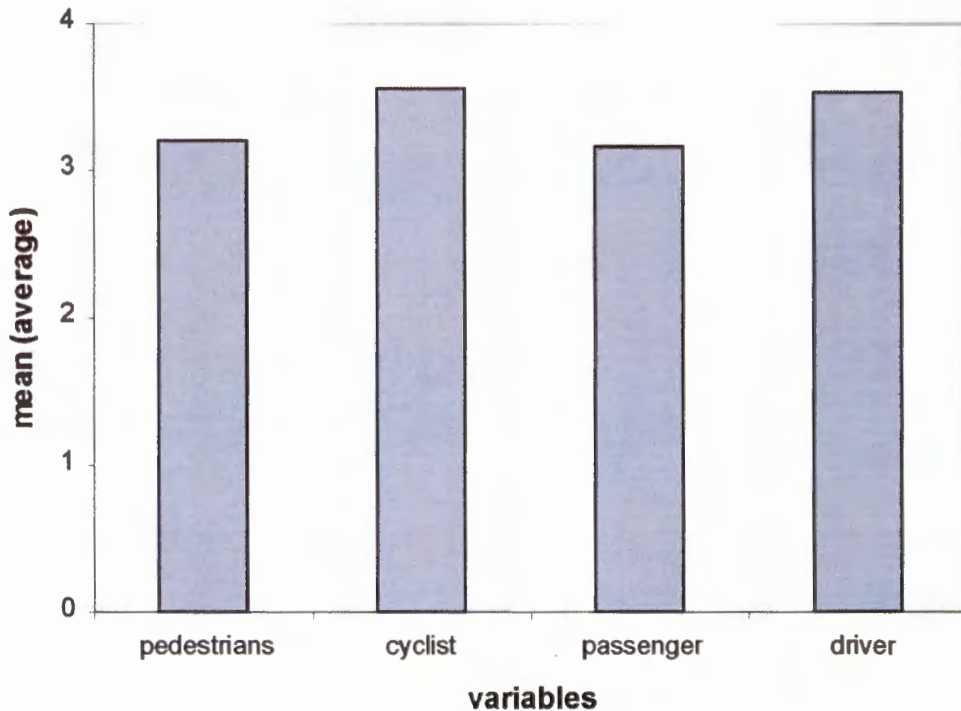


Figure 4.16 Teachers' opinions of adults as good role model for safe road usage

Teachers consider adults to be good role models to learners in all four situations but the weight is between 3 and 4 out of 5 which means that it is not very high.

4.4.4.1.5 Open-ended question

“Why do you think it is important (or not) to be a safe road user? Please give 3 reasons”

Teachers' responses to the above question were positive and they seemed to value the importance of being safe road users. Some of the reasons supplied by them can be summarised as follows:

- To cut down on the high death rate on roads
- To save lives
- To save on road accident expenses because the number of road accidents will be reduced.
- To feel safe and protected.
- To create awareness of road safety;
- To develop a culture of tolerance among road users.
- To regulate time.

4.4.4.2 Traffic safety education (section C of questionnaire 2)

This section was included to determine how teachers would respond to the possibility of learners and colleagues receiving training in the aspects of traffic safety as pedestrians, cyclists passengers and driver.

4.4.4.2.1 The importance of receiving formal education/training in the field of traffic safety

Question: How important is it to you that learners receive formal education/training in the following aspects of traffic safety: as pedestrians, cyclist, passengers or as a driver

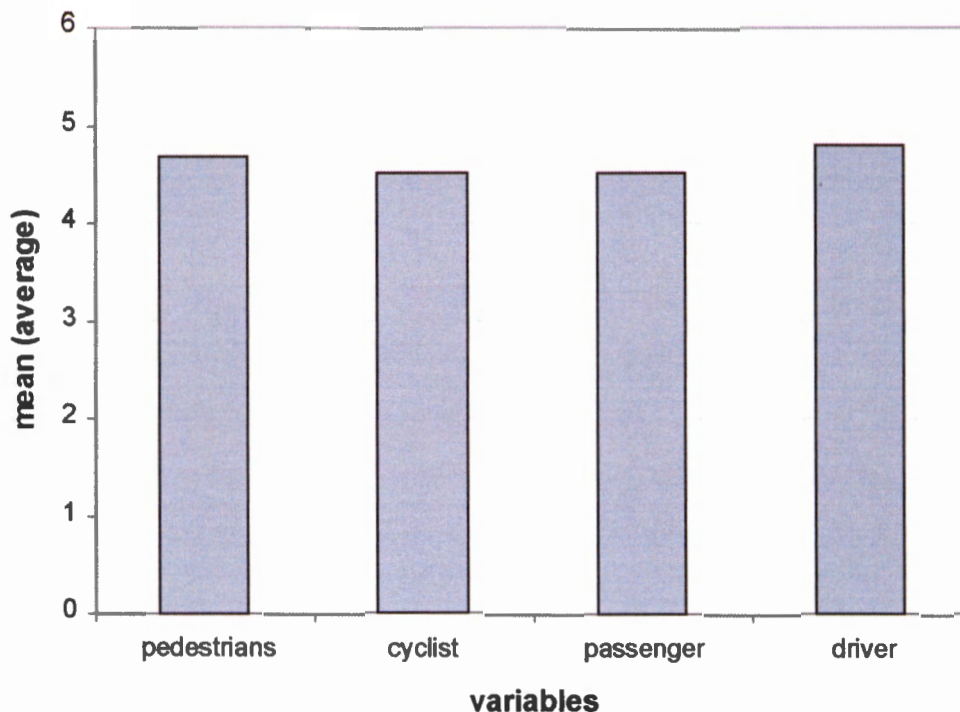


Figure 4.17 Teachers' response to the importance of learners in receiving training as pedestrians, cyclist, passenger and driver

Figure 4.17 represents how teachers view the importance of formal training to learners in connection with traffic-related issues and safety, with special reference to aspects such as being pedestrians, cyclists, passengers and drivers. Teachers totally agree that learners should receive formal training as drivers (4,8) which presented with the highest mean score from the range. The importance for the training as pedestrians, passengers and cyclists was also very high (above 4).

4.4.4.3 Teachers' opinions of how important they think it is to other colleagues to train learners in the aspects of traffic safety.

Question: How important do you think your colleagues will consider the training of learners in traffic safety as pedestrians, cyclists, passengers or as drivers?

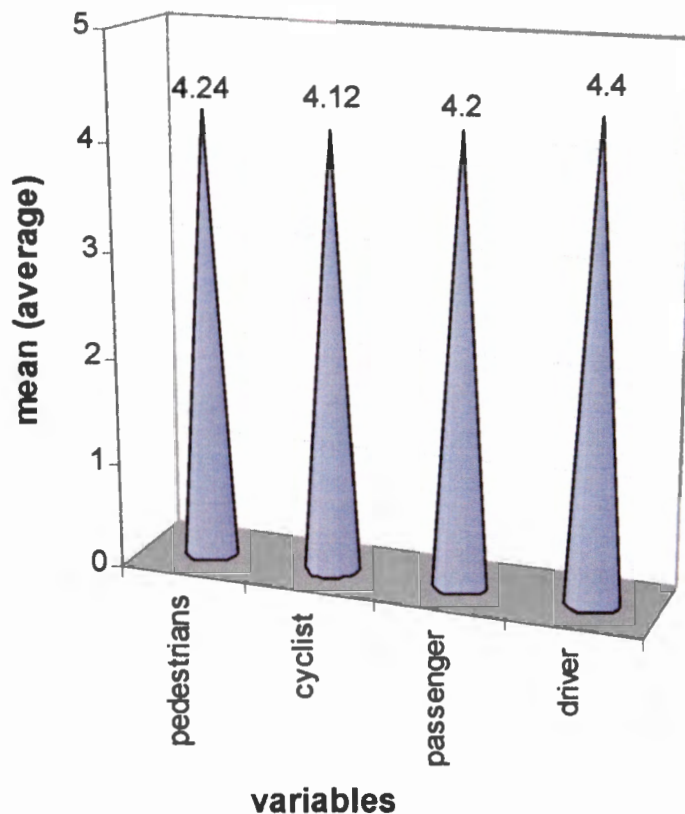


Figure 4.18 Teachers' opinions of how important their colleagues consider the training of learners in traffic safety

Figure 4.18 represents how teachers think their colleagues will feel about the training of learners in traffic safety as pedestrians, cyclist, passengers and drivers. The teachers' response to this question is also very positive; they think that their colleagues will also agree that learners should receive training in traffic safety.

4.4.4.3.1 Who should be responsible for teaching traffic safety to learners.

Question: If education/training in traffic safety should take place, who do you think should be responsible for it?

In this question teachers were allowed to choose and mark more than one box if they think more than one person should be responsible for the training.

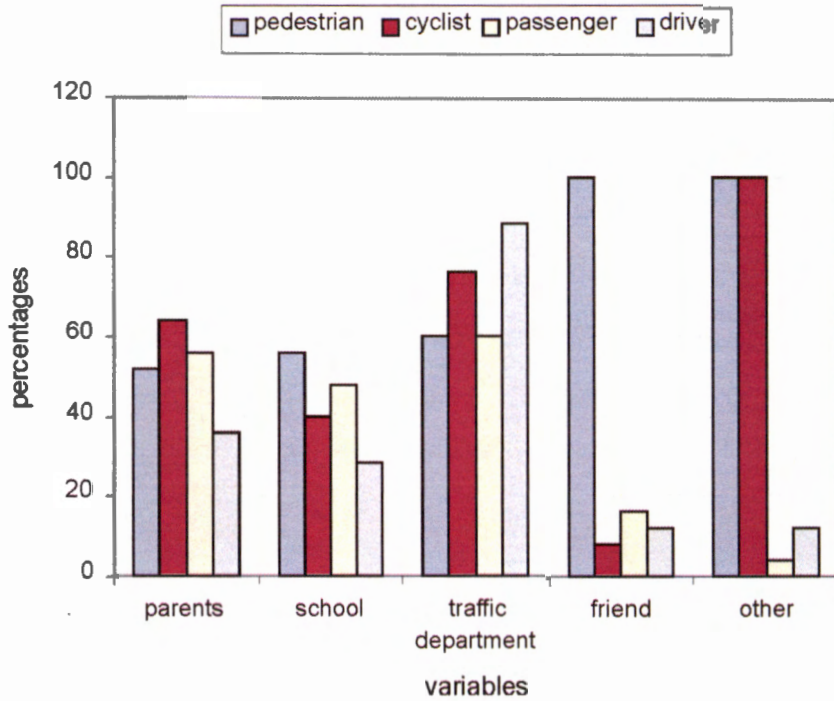


Figure 4.19 Teachers' response to who should be responsible to teach traffic safety to learners as pedestrians, cyclists, passengers and drivers

The teachers' response to this question is very interesting. From figure 4.19 it is clear that they think that parents should play a role in teaching traffic safety to their children when it comes to their children's roles as pedestrians, cyclists and passengers. A small percentage of the teachers felt that parents should train their children as drivers.

Nearly the same applies for the school as the majority of the teachers are of the opinion that it is not the schools' duty to train learners as cyclists and drivers. The teachers are of the opinion that traffic departments should do most of the training.

The majority of respondents (88%) agreed that the Traffic Department should take responsibility for training learners as drivers which is a high score. Of the respondents 100% also agreed that friends are responsible for training learners as safe road users as pedestrians.

A remarkable 100% of the respondents (teachers) were of the opinion that others (i.e. community, youth organisations, churches, etc.) should also take responsibility for training learners as pedestrians and cyclists.

4.4.4.3.2 Open-ended question

“Why do you think traffic safety education should take place? Please give three reasons”

All 24 teachers responded to the question and their response can be summarised by the following statements:

- “In our country (S.A) we have bad drivers who reveal a lack of knowledge as far as traffic safety is concerned. Hopefully, if traffic safety education were to take place, people would receive proper training and behave in traffic-related situations.”
- “If traffic safety education were to take place, people would be aware of the importance of traffic safety and then they would obey the rules. This will cultivate a positive and responsible attitude from which all road users will benefit”.

4.4.4.4 Traffic safety and values (section D of questionnaire 2)

4.4.4.4.1 Values which influenced teachers when obeying traffic rules.

Question: When you decide to obey a traffic rule, to what extent do the following values (see figure 4.20) influence you to make a positive decision? The teachers had to respond to this question by selecting a possible value between 1 and 5 (“not at all” to “totally”).

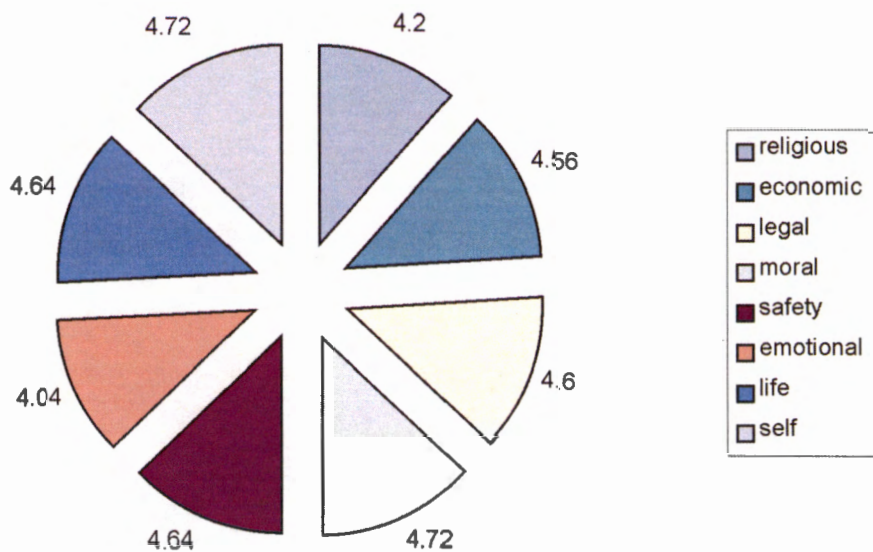


Figure 4.20 Teachers' response to the values which influenced them when obeying a traffic rule

It seems that **self values** and **moral values** influence their decisions in obeying a traffic rule and coming to a positive decision the most (4,72). But that the other values also play a role. It is therefore important to emphasise these positive values in the teaching of traffic safety education.

4.4.4.4.2 Values which influenced teachers when disobeying a traffic rule.

Question: When you decide not to obey a traffic rule, to what extent do the following values (see figure 4.21) influence you to make a negative decision?

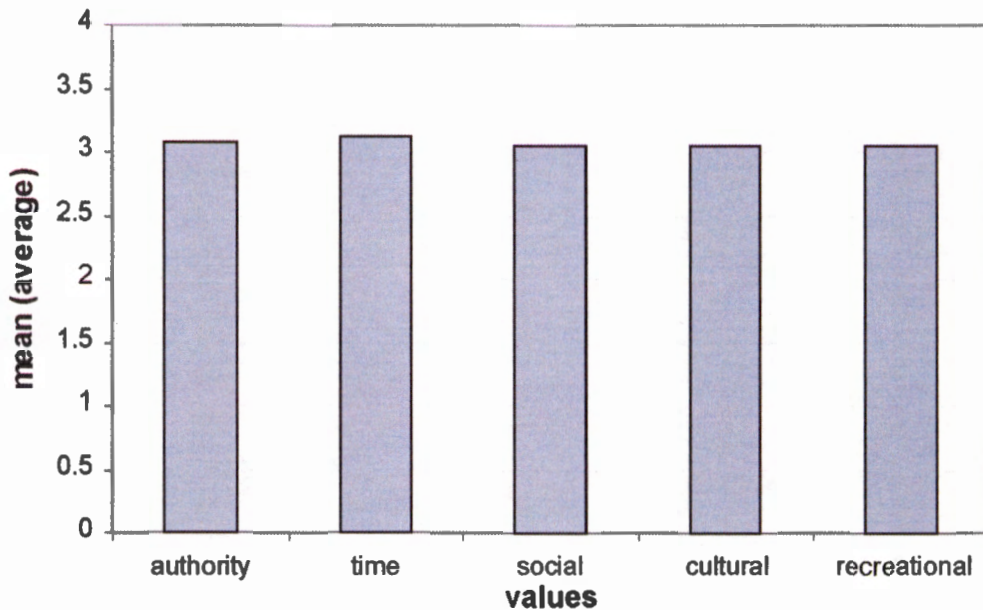


Figure 4.21 Teachers' responses to the values which have influence on disobeying a traffic rule.

It seems that all five values have a influence when they make a negative decision with the "time value" as the most important one (3,12). It should therefor be important for traffic safety education to help teachers to make decisions on the grounds of positive values (as in figure 4.20) and to reduce the importance of the negative values (figure 4.21).

4.5 Conclusion

Most of the respondents, i.e. teachers and learners are certain that traffic safety and traffic safety education is important to their lives and that it must be taught at schools. It is quite clear that the respondents (learners) do not have as clear a picture of traffic safety education as the teachers.

The majority of teachers agreed that Traffic Departments should take the main responsibility for teaching learners traffic safety education, whilst other respondents also agreed that the schools, parents and other organisations should also take part in teaching traffic safety education.

There is no consensus among learners as to whether traffic safety education should be taught by the schools or by Traffic Departments. Their responses indicate that as long

as they receive training they will appreciate it without bothering about the source from which it comes.

The majority of respondents also valued traffic safety as well as traffic safety education positively. The percentages are also high to prove that teachers and learners value these concepts and they really need to acquire knowledge and skills.

The aim and objectives of this study, as stated in Chapter 1 were reached in that the importance of traffic safety and traffic safety education for learners and teachers were attained in questionnaire 1 and questionnaire 2.

The values of learners and teachers towards traffic safety and traffic safety education were determined in this chapter through the distribution and interpretation of questionnaires.

The questions on the values that play a role when one decides to obey/disobey a traffic rule showed that all the values that were identified in the previous chapters, play an important role. It is therefore imperative that the positive values should be developed during the teaching of traffic safety education.

CHAPTER 5

5. SUMMARY AND RECOMMENDATIONS

5.1 Introduction

This final chapter, (i.e. chapter 5) serves three important purposes. Firstly, it will summarise this treatise by reflecting on some of the major and important issues raised in previous chapters. Secondly, it will compare the results of the study with the objectives as set in Chapter 1. Lastly, recommendations will be made on the problems or findings of this study's stability and purpose.

It should, however, be stated that this study does not pretend to be the ultimate solution to the problems of valuing traffic safety and traffic safety education in secondary schools. There is a need to conduct further research and investigations on some issues related to traffic safety and traffic safety education for secondary school learners, as will be suggested in this chapter.

5.2 Summary

Before the empirical study was conducted a literature study was done about values and traffic safety education.

The definition of values includes the following:

- Values are notions, ideas or conceptions in the minds of people.
- Values are appreciative, evaluative or normative notions, ideas or conceptions.
- Values are "notional". More generally the relevant meaning of a value is to be found, and must be established in the particular situation of discourse or language game.

- The variation of notions, terms and definitions of values found in the social sciences follows from these disciplines' attempts at sophistication of an ordinary, everyday word and idea.

The types of values identified were described and examples were given, therefore the problem of values in secondary school learners has been identified. Both teachers and learners should work together in cultivating positive values in the teaching of every school subject. Teachers should know the different ways of teaching and learning values.

The occurrence of the first traffic collision in Cape Town in 1903 heralded a problem that has increased steadily and unceasingly. Whether a person is a pedestrian, passenger, driver or cyclist, it remains the primary task of the road user to use the road with great responsibility. If driving skills are well mastered and executed secondary school learners, it will give them enough time to observe and apply defensive techniques, and observe what other road users are doing. If they have developed positive values, it will guide them to make the correct decisions in traffic situations.

5.3 Realisation of the aims and objectives of the study

The aims and objectives of this study, as stated in Chapter 1 were reached in that:

- the nature of values was described in Chapter 2,
- the nature of TSE was described in Chapter 3, and
- the values of secondary school learners and teachers towards traffic safety and TSE were determined empirically.

5.4 Main outcomes of the empirical study

The objectives that were formulated in paragraph 4.3.1 were tested by this research. The findings of this study were found to be consistent with the following statements:

- All (i.e. 100%) the respondents from the teachers agreed that traffic safety education should be introduced at schools.
- The majority of respondents (i.e. 66%) from the learners agreed that traffic safety education should be introduced at schools because of its importance.
- The majority of respondents (i.e. 70%) from the learners valued traffic safety and traffic safety education as important.
- All (i.e. 100%) of the respondents from the teachers considered traffic safety and traffic safety education as important.
- The majority of the respondents (i.e. 80%) from the learners thought that it is important for them to receive training in the field of traffic safety.
- Five values were identified that can play a negative role in decision making in traffic situations (paragraph 4.4.2.3.2). The respondents agreed to a large extent that these values influenced them when disobeying traffic rules.

5.5 Recommendations

The recommendations that are made in this section are mainly based on the findings of the empirical study. It is very pleasant to note that most of the respondents from all role players (i.e. teachers & learners) agreed on the importance of traffic safety and traffic safety education. Recommendations are as follows:

1. Traffic safety education should be introduced in all secondary schools.
2. All teachers should be trained (in-service) on how to integrate traffic safety education into the teaching of their school subjects.
3. The Traffic Department should get involved in school programmes to train learners as pedestrians, cyclists, passengers and drivers. Further research is necessary on how it could be done.

4. All learners should receive training in traffic safety (as pedestrians, cyclists, passengers and drivers).
5. The community (parents) should in one or other way get involved in traffic safety education. Further research is necessary on how it could be done.
6. Traffic safety education should be included in the curriculum for teachers' training.
7. Values play a very important role in the decisions a person has to make in traffic situations. It is therefore important that values education get more emphasis in traffic safety education and in all school subjects. Further research is necessary on how it could be done.

5.6 Final conclusion

South Africa has a problem in traffic safety. This study was an attempt to look for possible solutions. Traffic safety education is one of the solutions that should be considered. It is clear that teachers and learners agree that traffic safety education should be introduced in secondary schools. From this study it is also clear that certain values play an important role when a road user has to decide whether to obey or disobey traffic rules/regulations. It is therefore important that parents and teachers should contribute actively to the development of positive values in secondary school learners.

REFERENCES

- ALLYN, C. 1972. *Sociology: An introduction*. London: Prentice Hall. 654. p.
- ANON. 1987. Traffic and your children. *Educamus*, 33(9):20-21, October.
- ASHTON, E. & WATSON, B. 1993. Values education. *Educational studies*, 24(1);183 (10 p.), July. [In EBSCOHost: Academic Search Elite, Full display: <http://www-sa.ebsco.com>] [Date of access: 15 May 2001].
- BAGARETTE, N. 1995. Die taksering van voornemende skoolhoofde se waarde orientasies deur bestuursliggame. Bloemfontein: Universiteit van die Oranje Vrystaat. 229 p.
- BAILEY, K.D. 1997. *Methods of social research*. 3rd ed. New York: The Free Press. 180 p.
- BARBER, L.W. 1984. *Teaching christian values*. Birmingham: Religious Education press. 250 p.
- BEHR, A.L. 1988. *Empirical research methods for the human sciences*. 2nd ed. Durban : Butterworths. 200 p.
- BELL, P.A., GREENE, T.C., FISHER, J.D. & BRAUM, A. 1996. *Environmental psychology*. 4th ed. London: Winston. 645 p.
- BLANKESLEE, T.R. 1996. *Beyond the conscious mind. unlocking the secrets of the self*. London: Plenum. 308 p.
- BROOKS, B.D. & KANN, M.E. 1993. The schools role in weaving values back into the fabric of society. *Education Digest*, 58(8):67 (5 p.), April. [In EBSCOHost: Academic Search Elite, Full display: <http://www-sa.ebsco.com>] [Date of access: 15 May 2001].
- BROUNDY, H.S. 1977. *Building a philosophy of education*. New York: Krieger. 410 p.
- BUTTS, R.F., PECKENPAUGH, D.H., KIRSCH, N. & BAUM.H. 1977. *The schools role as morality authority*. Washington: Association for supervision and curriculum development. 120 p.

- BUXTON, C.E. 1973. Adolescents in schools. London: Yale University. 180 p.
- CALIF, D. 1993. Bicycle safety and injury prevention program. *Health education quarterly*, 20(4):448, Winter.
- CAMERON, J.E. 2000. Our legal system precious and precarious. *South African law journal*, 117(2):371-376, Feb. 14.
- CANADY, L.R. & RETTIG, M.D. 1995. The power of innovative scheduling. *Educational leadership*, 53(3): 5-10, Nov.
- CARBONE, J. & PETER, F. 1991. Perspectives on values education. *Clearing house*, 64(5):290 (3 p.), May/June. [In EBSCOHost: Academic Search Elite, Full display: <http://www-sa.ebsco.com>]. [Date of access: 15 May 2001].
- COBB, N.J. 1983. Adolescence and early childhood. Los Angeles: Mayfield. 560 p.
- CONGER, J.J. 1991. Adolescence and youth: psychological development in a changing world. New York: Harper Collins. 680 p.
- DE SWART, C. 1993. How to take to the road. *Lantern*, 42(3):76-77, Aug.
- DREYER, H.J. 1980. Adolescence in a changing society. Cape Town: Academic. 170 p.
- DREYER, I., DROTSKÉ, T. & VAN DER MERWE, E. 1999. A resource book for traffic safety education. Potchefsroom: P U for CHE. Cenets. 253 p.
- DU PLOOY, H.G. 1984. Safe road usage: a teacher's manual, secondary. Pretoria: Hendlers. 153 p.
- EARNEST, R.E. 2000. Making safety a basic value. *Industrial safety*, 45(8): 33 (8p.), August. (In EBSCOHost: Academic Search Elite, Full display: <http://www-sa.ebsco.com>) (Date of access: 26 September 2000).
- ELIAS, M., ZINS, J., WEISSBERG, K., FREY, P., GREENBERG, M., HAYNES, N., KESLER, M., SCHWABSTONE, M. & SHRIVER, T. 1997. Promoting social and emotional learning: guidelines for educators. Alexandria: Association for supervision and curriculum development 380 p.
- GARAN, D.G. 1975. The key to the sciences of man: the impossible relativity of value reactions. New York: Philosophical library. 532 p.

- GARBINO, J. 1985 Adolescent development. London : Merrill. 665 p.
- GOLEMAN, D. 1995. Emotional intelligence. New York: Bantam. 162 p.
- GOUWS, E. & KRUGER, N. 1994. The adolescents: an educational perspective. Pietermaritzburg: Digma. 203 p.
- GUTTO, S. 1998. Values, concepts, principles or rules. Acta jurica: 97-110, September.
- HALSTEAD, J.M. & TAYLOR, M.J. 2000. Learning and teaching about values. *Cambridge journal of education*, 30(2):169 (34p.), June. (IN EBSCOHost: Academic Search Elite, Full display : <http://www-sa.ebsco.com>] [Date of access : 15 May 2001].
- HAYDON, G. 1997. Teaching about values: a new approach. London : Cassell. 177 p.
- HOMBURGER, S.W., KELL, J.H. & PERKING, D.D. 1992. Fundamentals of traffic engineering. 13th ed. Berkely: University of California. 33 p.
- HOPKINS J.R. 1983 Adolescence. London: Academic Press. 494 p.
- HUSH, I. 1999. Dicing with death on the roads. *Farmers weekly*: 64, Feb.
- IKEDA, D. 1976. Dialogue on life. Tokyo: Nichiren. Sohu International Center 243 p.
- INLOW, G.M. 1972. Values in transition. New York: Willey. 205 p.
- JANSE VAN NIEUWENHUIZEN, J.S. 1999. Traffic safety education. Potchefsroom: P U for CHE. Cenets. P 28.
- JONES, A. 1992. Soviet education. *Russian education and society*, 34(5):37-38.
- JOUBERT, D. 1992. Reflections on social values. Pretoria : HSRC. 185 p.
- KORSMEYER, C. 1998. Aesthetics: the big questions. Malden: Blackwell. 366 p.
- KORT, W.A. 1985. Modern fiction and human time study in narrative and belief. Gainesville : University presses of Florida. 227 p.
- LAMBERT, B.G., ROTHSCHILD, B.F., ALTLAND, R. & GREEN, L.B. 1978. Adolescence: transition from childhood to maturity. 2nd ed. Monterey; Brooks. 376 p.
- LEEDY, P.D. 1980. Practical research: planning and design. 2nd ed. New York: Macmillan. 320 p.

- LE-GRANGE, L. 2000. Is qualitative-research a meaningful term for describing cross fertilisation of ideas which characterise contemporary educational research. *South African journal of education*, 20(3):192-195 Aug.
- LENGRAND, P. 1975. An Introduction to lifelong education. London: Unesco 156 p.
- LERNER, M. 1976. Values in education. Bloomington: Indiana. 138 p.
- LERNER, R.M. & SPANIER, G.B. 1980. Adolescent development. New York: McGraw-Hill. 537 p.
- LOVAT, T. & SCHOFIELD, N. 1992. Moral education. *Youth studies*. 11(1):8, Autumn: ([In Ebscohost: Academic Search Elite, Full display : <http://www-sa.ebsco.com> (Date of access 15 May 2001)]).
- MAKUBALO, L.E. 1993. Quantitative research for HIV/AIDS. *Aids bulletin*, 2(3):7-9, Nov.
- MERILL, F.E. 1965. Society and culture. Engelwood cliffs: Prentice Hall. 220 p.
- MORGAN, R.E. 1974. Concerns and values in physical education. London: Bell. 109 p.
- MSOMI, T. 1999. SA's deadly taxi passengers. *Drum*, (381): 8-9, Dec.
- MULLIGAN, K. 1998. From appropriate emotions to value. *Monist*, 81(1): (161p.), January (In EBSCOHost: Academic Search Elite, Full display: <http://www-sa.ebsco.com>) (Date of Access: 26 September 2000).
- MWAMWENDA, T.S. 1995. Educational psychology: an African perspective. Durban: Butterworths. 564 p.
- MYBURG, C.P.H. & SMITH, E. 1990. Comparative analysis of the social development of black and white adolescents. *South African journal of education*, 10(2):157-162, May.
- NEILL, J. 1998. Practice make learning. (In exploring the boundaries of adventure therapy: Internatinal perspectives. Proceedings of the International adventure therapy conference). *Distance learning*: 5-7, Aug.
- NRSC.(National Road Safety Council). 1981. Man as a road user. Pretoria: Government printer.

- NRSC (National Road Safety Council). 1981. The passengers as road user. Pretoria: Government printer.
- NRSC (National Road Safety Council). 1981. The pedestrians as road user. Pretoria: Government printer.
- NRSC. (National Road Safety Council). 1981. The cyclist as road user. Pretoria: Government printer.
- NRSC. (National Road Safety Council). 1981. The driver as road user. Pretoria: Government printer.
- OMAR, A.M. 2000. "Our children are the conscience of our future". (Minister of Transport, Delivered to the annual conference of the road traffic education and communication committee of the RTMCC held in Gauteng. 5 p. (Unpublished.)
- PATRIDES, C.A. 1976. Aspects of time. Manchester: Manchester University press. 270 p.
- ✧ PURPEL, D. & RYAN, K. 1976. Moral education. it comes within the territory. Berkeley: Mccutchan publishing corporation. 424 p.
- RICE, P. F. 1981. The adolescent: development, relationships and culture. 3rd ed. London : Allyn and Bacon. 596 p.
- ✓ ROKEACH, M. 1972. Beliefs, attitude, and values. London: Jossey-bass. 214 p.
- ROTHENGATTER, T. 1981. Traffic safety education for young children. Zeitlinger: Offsetdrukkerij. 268 p.
- ✓ RUHELA, S.P. 1990. Human values in education. New Delhi: Sterling. 243 p.!
- ✧ SCHOFIELD, H. 1973. The philosophy of education: an introduction. London: Unwin. 288 p.
- SHARP, A.M. 1995. Philosophy for children and the development of ethical values. *Early child development and care, 107:45-55, September 26.*
- SMITH, A.D. 1979. Nationalism in the twentieth century. Robertson: Oxford 257 p.
- SOUTH AFRICA. Central statistical services. 1998. Road traffic collisions report. Pretoria: Government Printer.

- SOUTH AFRICA. Department of Transport. 2001. The road to safety 2001-2005. (http://www.transport.go.za/projects/rts_summary.html).
- STAPLIN, L. & DOWDELL, J. 2001. The role of simulation on a staged learning model for novice driver situational awareness training. (In proceedings of the 1st International Symposium of Human Factors in Driver Assessment, Training and Vehicle Design.)
- STEYN, H.J. 1997. 'n Perspektiewe oorsig van verkeerveiligheidsopvoeding. (In Nasionale Verkeerveiligheidsraad. Simposium oor verkeerveiligheidsopvoeding in die formele onderwys Pretoria. P 220-224.)
- STRAUGHAN, R. & WRIGLEY, J. 1980. Values and evaluation in education. London: Harper. 206 p.
- SUGARMAN, B. 1973. The school and moral development. London: Helm. 285 p.
- TAYLOR, H.E. & LARSON, S. 1999 Social and emotional learning in middle school. *Clearing House*, 72(6):331-36, July.
- TAYLOR, M.S., ed.1994. Values education in Europe: a comparative overview of a survey of 26 countries in 1993. Slough : NFER. 207 P. (Consortium of institutions for development and Research in Education in Europe. Series, v 8.)
- THEUNISSEN, H.M. 1997. Die integrering van verkeersveiligheid in die onderrig van Biologie. Potchefstroom: PU for CHE. (Dissertation- Med.)
- THOMPSON, A.A. 1992. Readings in strategic management. Boston: Irwin. 665 p.
- TOMASELLI, J.M. & GOLDEN, J.P. 1996. The ABCD's of valuing. *NASSP-Bulletin*, 80(579):66-73, April.
- THYGERSON, A.L. 1986. Essentials of safety. 3rd ed. Englewood Cliffs: Prentice Hall. 210 p.
- VAN DER MERWE, E. 2002. Verbal communication with CENETS lecturer. Potchefstroom.
- VAN SCHAGEN, I.N.L. 1990. A database for a pedestrian and pedal cyclist traffic model. Cronigen University: Cronigen. 62 p. (Drive project 1031: an intelligent traffic system for vulnerable road users.)
- VERMEULEN, L.M. 1997. Curriculum 2005: outcomes based education and the curriculum: Vanderbijlpark. 92p.

- VEUGELERS, W. 2000. Different ways of teaching values. *Educational review*, 529(1):37-45.
- VORSTER, W.S. 1988. The right to life. Pretoria: University of South Africa. 105 p.
- VREKEN, N.J. & RENS, J.A. 2002. Personal interview.
- VREY, J.D. 198³~~2~~. Values in pedotherapy. *Educare*, 12(2):22-29, August.
- WHITEHEAD, 1996. Moral guardians identified. *The times educational supplement*, 4181: 2, August.
- WINDMILLER, M., LAMBERT, N. & TURIEL, E. 1980. Moral development and socialisation. London: Allyn. 264 p.
- YOUNG, T.R. 1972. New sources of self. New York: Pergamon. 114 p.
- ZILLER, R.C 1973. The social self. New York: Pergamon Press. 205 p.
- ZINKHAN, G.M. & BALAZS, A.L. 1998. The institution of advertising predictors of cross-national differences in consumer confidence. *Journalism and mass communication quarterly*, 75 (3):535 47, Autum.

APPENDIX 1

45 Hoffman street
Potchefstroom
2531
Tel: 0832069203

Mr D Bosman
District manager
P/Bag x919
Greyling street
POTCHEFSTROOM

Sir

PERMISSION TO CONDUCT RESEARCH

I hereby request permission to conduct a research on Values of secondary school learners and teachers towards traffic safety and traffic safety education at the secondary schools in Potchefstroom area.

This research is been conducted in the fulfilment of the requirements for the degree Magister Educationis (traffic safety education) at the Graduate School on Education at the Potchefstroom University for Christian Higher Education.

Prof Vreken, of the Faculty of Education at the Potchefstroom University for Christian Higher Education, is the Supervisor of this study, and if you have any queries concerning the research being conducted at each school , please feel free to contact him personally at 018 – 2991894 (during office hours).

Your co-operation in this matter is greatly appreciated

Yours faithfully

M. Llale (Miss)

APPENDIX 2



NORTH WEST PROVINCE

Department of Education Lefapha la Thuto Departement van Onderwys

Private Bag X 919
Potchefstroom, 2520
Tel (018) 2998295
Fax (018) 2977439
E-mail:
dbosman@nwpg.org.za

POTCHEFSTROOM DISTRICT OFFICE

Danie Bosman (District Manager)
Mariaan vd Merwe (Secretary)

Enquiries: D Bosman
Telephone: 018-2998295
E-mail: DBosman@nwpg.org.za

23 September 2002

Me M Llale
45 Hoffman Street
POTCHEFSTROOM
2520

RESEARCH PROJECT ON TRAFIC SAFETY

Your letter dated – not dated refers.

Permission is granted to continue with the research as requested.

Arrangements concerning work to be done at schools must be made with the individual school principals according to their schools internal programmes and time tables.

The understanding remains that the normal schooling process must not be disrupted in any way.

Yours sincerely

DISTRICT MANAGER

RESEARCH PROJECT/
M LLALE/
DBOSMAN/mvdm



Re a dira mo dikolong Ons werk in ons skole We are working in our schools Re a sebetse dikolong
Siyasebenz' ezikoleni Ha tihla eswikolweni Re a shuma zwikoleni Siya sebeta etikoleni
 Siyasebenz' ezikolweni Siya berenga ezikolweni

1



APPENDIX 3: QUESTIONNAIRE 1

GRADE 9, 10, 11 LEARNERS

Number of questionnaire

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

For office use
01-04

Each year thousands of people in South Africa lose their life due to traffic accidents. One of the reasons is that we are not properly trained as safe road users. This questionnaire will help us to construct more effective training programmes.

Thank you for your participation.

SECTION A: DEMOGRAPHIC INFORMATION

Please read through the following survey and answer the questions as truthfully as possible. Fill out or use a cross in the appropriate box.

1. How old are you?

| | |
|---|---|
| | |
| 1 | 2 |

05-06

2. In what grade are you?

| | | |
|---------|----------|----------|
| Grade 9 | Grade 10 | Grade 11 |
| 1 | 2 | 3 |

07

3. What is the primary language spoken at home?

| | | | | |
|----------|---------|---------|-----------|-------|
| Setswana | Sesotho | English | Afrikaans | Other |
| 1 | 2 | 3 | 4 | 5 |

08

4. What is your gender?

| | |
|------|--------|
| Male | Female |
| 1 | 2 |

09

SECTION B: TRAFFIC SAFETY

If you consider your own and other people's behaviour as road users:

1. How important is it to you to be a safe road user as:

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

10
11
12
13

2. How important do you think it is to other children of your age to be safe road users as:

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

14
15
16
17

3. How important do you think it is to adults to be safe road users as:

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

18
19
20
21

4. Do you consider adults to be good role models for safe road usage as:

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

22
23
24
25

5. Why do you think it is important (or not) to be a safe road user? Please give 3 reasons.

- 5.1
-
- 5.2
-
- 5.3
-

SECTION C: TRAFFIC SAFETY EDUCATION

1. How important is it to you to receive formal education/training in the following aspects of traffic safety as :

| | Not at all | | Average | Very much | | |
|--------------|------------|---|---------|-----------|---|----|
| a pedestrian | 1 | 2 | 3 | 4 | 5 | 26 |
| a cyclist | 1 | 2 | 3 | 4 | 5 | 27 |
| a passenger | 1 | 2 | 3 | 4 | 5 | 28 |
| a driver | 1 | 2 | 3 | 4 | 5 | 29 |

2. How important do you think other children of your age will consider training in traffic safety as:

| | Not at all | | Average | Very much | | |
|--------------|------------|---|---------|-----------|---|----|
| a pedestrian | 1 | 2 | 3 | 4 | 5 | 30 |
| a cyclist | 1 | 2 | 3 | 4 | 5 | 31 |
| a passenger | 1 | 2 | 3 | 4 | 5 | 32 |
| a driver | 1 | 2 | 3 | 4 | 5 | 33 |

3. **If education/training in traffic safety** should take place, who do you think should be responsible for it in each case? (You can choose & mark more than one box if you think more than one person should be responsible for the training).

3.1 Training for pedestrians

| Parents | School | Traffic dept. | Friends | Other | |
|---------|--------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 34-38 |

3.2 Training for cyclists

| Parents | School | Traffic dept. | Friends | Other | |
|---------|--------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 39-43 |

3.3 Training for passengers

| Parents | School | Traffic dept. | Friends | Other | |
|---------|--------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 44-48 |

3.4 Training for driver

| Parents | School | Traffic dept. | Friends | Other | |
|---------|--------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 49-53 |

4. Why do you think **traffic safety education** should take place (or not)? Please give 3 reasons.

4.1

.....

4.2

.....

4.3

.....

SECTION D: TRAFFIC SAFETY AND VALUES

In any traffic safety situation, values play an important role in the decisions one has to make. Some of these values will lead one to obey rules/regulations but other values will lead one to disobey traffic rules from time to time. We have to consider the different values that play a role in the decision to obey or disobey. For example, stopping at a stop sign, crossing a street at a point other than pedestrian crossing, not fastening a safety belt, speeding, drinking and driving, driving without a driver's licence, etc.

Instructions

1. First read the explanations of the values. They are in the brackets immediately after the question. Then decide the extent to which each of these values usually influences your decisions.
2. On a scale of 1 to 5, with 1 representing Not at all, and 5 representing Totally, mark the number that represents how you feel, 2 is closer to not all, and 4 is closer to totally, and 3 is average. For example:

| | | | | |
|------------|---|---|---------|---|
| Not at all | | | Totally | |
| 1 | 2 | 3 | 4 | 5 |

When you decide to **obey** a traffic rule, to what extent do the following values influence you to make a positive decision?

1.1 Religious values

(These values ask one to obey rules set by the government, to be considerate, to be patient and not to endanger one's life or other people's lives).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

54

1.2 Economical values

(These values refer to the production and use of material goods. One who disobeys a traffic rule could be fined. Therefore, economic value could lead one to the decision to obey traffic rules).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

55

1.3 Legal values

(If one has strong legal values, one will obey traffic rules).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

56

1.4 Moral values

(Strong moral values help one to decide between right and wrong. Stopping at a stop sign, for instance, is the right way to behave).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

57

1.5 Safety values

(Strong safety values will lead you to consider one's safety as well as that of others. To wear a safety belt is, for instance, important for your own safety).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

58

1.6 Emotional values

(Strong emotional values will lead one to control one's patience in traffic situations).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

59

1.7 Life values

(Life values affect and influence all human actions. In traffic situations as a driver, you consider your life and other people's lives as important).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

60

1.8 Self values

(If self-discipline is of high value to a person, it will lead him to obey the traffic rules).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

61

2. When you decide **not to obey** a traffic rule, to what extent do the following values influence you to make a negative decision?

2.1 Authority values

(A person with strong authority values wants to be in a position where he/she makes his/her own decisions and does not want to be regulated by a lot of rules and regulations. Therefore, if they do not see the reason for stopping at a stop sign or obeying a speed limit they will disobey these rules easily).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

62

2.2 Time values

(Time values guide people to value their own time and to forget about other people's time. They are usually in a hurry and easily disobey a stop sign or speed limit.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

63

2.3 Social values

(People with strong social values want to impress their friends and easily yield to peer pressure. For instance they will drive faster to impress their friends and tend to 'drink and drive' more easily).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

64

2.4 Cultural values

(Cultural values include all the behaviour which human beings exhibit in conformity with their social group and all other human groups. Even in traffic situations one's behaviour depends on the behaviour of the people one is living and associating with. For example, a child that does not fasten a safety belt because he/she sees his/her father not doing it).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

65

2.5 Recreational values

(Some aspects of recreational values include pleasure and adventure. To disobey rules and regulations can be seen as 'cheap adventure'. Therefore, people who are very adventurous will disobey the rules more easily than those who are not adventurous.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

66

Thank you for your co-operation.

APPENDIX 4: QUESTIONNAIRE 2

GRADE 9, 10, 11 TEACHERS

Number of questionnaire

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

For office use

01-04

Each year thousands of people in South Africa lose their life due to traffic accidents. One of the reasons is that we are not properly trained as safe road users. This questionnaire will help us to construct more effective training programmes.

Thank you for your participation.

SECTION A: DEMOGRAPHIC INFORMATION

Please read through the following survey and answer the questions as truthfully as possible. Fill out or use a cross in the appropriate box.

1. How many years experience do you have as a teacher??

| | |
|---|---|
| | |
| 1 | 2 |

05-06

2. What grade are you teaching?

| | | |
|---------|----------|----------|
| Grade 9 | Grade 10 | Grade 11 |
| 1 | 2 | 3 |

07

3. What is the primary language spoken at home?

| | | | | |
|----------|---------|---------|-----------|-------|
| Setswana | Sesotho | English | Afrikaans | Other |
| 1 | 2 | 3 | 4 | 5 |

08

4. What is your gender?

| | |
|------|--------|
| Male | Female |
| 1 | 2 |

09

SECTION B: TRAFFIC SAFETY

1. Have you received any training in traffic safety education during your professional training? If yes specify

.....

.....

.....

.....

2. As a teacher how do you see the importance of traffic safety and traffic safety education for learners?

.....

.....

.....

.....

If you consider your own and other people's behaviour as road users:

3. How important is it to you to be a safe road user as:

| | Not at all | | Average | Very much | | |
|--------------|------------|---|---------|-----------|---|----|
| a pedestrian | 1 | 2 | 3 | 4 | 5 | 10 |
| a cyclist | 1 | 2 | 3 | 4 | 5 | 11 |
| a passenger | 1 | 2 | 3 | 4 | 5 | 12 |
| a driver | 1 | 2 | 3 | 4 | 5 | 13 |

4. How important do you think it is to learners to be safe road users as:

| | Not at all | | Average | Very much | | |
|--------------|------------|---|---------|-----------|---|----|
| a pedestrian | 1 | 2 | 3 | 4 | 5 | 14 |
| a cyclist | 1 | 2 | 3 | 4 | 5 | 15 |
| a passenger | 1 | 2 | 3 | 4 | 5 | 16 |
| a driver | 1 | 2 | 3 | 4 | 5 | 17 |

5. How important do you think it is to adults to be safe road users as:

| | Not at all | | Average | Very much | | |
|--------------|------------|---|---------|-----------|---|----|
| a pedestrian | 1 | 2 | 3 | 4 | 5 | 18 |
| a cyclist | 1 | 2 | 3 | 4 | 5 | 19 |
| a passenger | 1 | 2 | 3 | 4 | 5 | 20 |
| a driver | 1 | 2 | 3 | 4 | 5 | 21 |

6. Do you consider adults to be good role models for safe road usage as:

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

22

23

24

25

7. Why do you think it is important (or not) to be a safe road user? Please give 3 reasons.

7.1.....

.....

7.2.....

.....

7.3.....

.....

SECTION C: TRAFFIC SAFETY EDUCATION

1. How important is it to you that learners receive formal education/training in the following aspects of traffic safety as :

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

26
27
28
29

2. How important do you think your colleagues will consider training of learners in traffic safety as:

| | Not at all | | Average | Very much | |
|--------------|------------|---|---------|-----------|---|
| a pedestrian | 1 | 2 | 3 | 4 | 5 |
| a cyclist | 1 | 2 | 3 | 4 | 5 |
| a passenger | 1 | 2 | 3 | 4 | 5 |
| a driver | 1 | 2 | 3 | 4 | 5 |

30
31
32
33

3. **If education/training in traffic safety** should take place, who do you think should be responsible for it in each case? (You can choose & mark more than one box if you think more than one person should be responsible for the training).

3.1 Training for pedestrians

| Parents | School | Traffic dept. | Friends | Other |
|---------|--------|---------------|---------|-------|
| 1 | 2 | 3 | 4 | 5 |

34-38

3.2 Training for cyclists

| Parents | School | Traffic dept. | Friends | Other |
|---------|--------|---------------|---------|-------|
| 1 | 2 | 3 | 4 | 5 |

39-43

3.3 Training for passengers

| Parents | School | Traffic dept. | Friends | Other |
|---------|--------|---------------|---------|-------|
| 1 | 2 | 3 | 4 | 5 |

44-48

3.4 Training for driver

| Parents | School | Traffic dept. | Friends | Other |
|---------|--------|---------------|---------|-------|
| 1 | 2 | 3 | 4 | 5 |

49-53

4. Why do you think **traffic safety education** should take place (or not)? Please give 3 reasons.

4.1

.....

4.2

.....

4.3

.....

SECTION D: TRAFFIC SAFETY AND VALUES

In any traffic safety situation, values play an important role in the decisions one has to make. Some of these values will lead one to obey rules/regulations but other values will lead one to disobey traffic rules from time to time. We have to consider the different values that play a role in the decision to obey or disobey. For example, stopping at a stop sign, crossing a street at a point other than pedestrian crossing, not fastening a safety belt, speeding, drinking and driving, driving without a driver's licence, etc.

Instructions

1. First read the explanations of the values. They are in the brackets immediately after the question. Then decide the extent to which each of these values usually influences your decisions.
2. On a scale of 1 to 5, with 1 representing Not at all, and 5 representing Totally, mark the number that represents how you feel, 2 is closer to not all, and 4 is closer to totally, and 3 is average. For example:

| | | | | |
|------------|---|---|---------|---|
| Not at all | | | Totally | |
| 1 | 2 | 3 | 4 | 5 |

1. When you decide to **obey** a traffic rule, to what extent do the following values influence you to make a positive decision?

1.1 Religious values

(These values ask one to obey rules set by the government, to be considerate, to be patient and not to endanger one's life or other people's lives).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

54

1.2 Economical values

(These values refer to the production and use of material goods. One who disobeys a traffic rule could be fined. Therefore, economic value could lead one to the decision to obey traffic rules).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

55

1.3 Legal values

(If one has strong legal values, one will obey traffic rules).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

56

1.4 Moral values

(Strong moral values help one to decide between right and wrong. Stopping at a stop sign, for instance, is the right way to behave).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

57

1.5 Safety values

(Strong safety values will lead you to consider one's safety as well as that of others. To wear a safety belt is, for instance, important for your own safety).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

58

1.6 Emotional values

(Strong emotional values will lead one to control one's patience in traffic situations).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

59

1.7 Life values

(Life values affect and influence all human actions. In traffic situations as a driver, you consider your life and other people's lives as important).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

60

1.8 Self values

(If self-discipline is of high value to a person, it will lead him to obey the traffic rules).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

61

2. When you decide **not to obey** a traffic rule, to what extent do the following values influence you to make a negative decision?

2.1 Authority values

(A person with strong authority values wants to be in a position where he/she makes his/her own decisions and does not want to be regulated by a lot of rules and regulations. Therefore, if they do not see the reason for stopping at a stop sign or obeying a speed limit they will disobey these rules easily).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

62

2.2 Time values

(Time values guide people to value their own time and to forget about other people's time. They are usually in a hurry and easily disobey a stop sign or speed limit.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

63

2.3 Social values

(People with strong social values want to impress their friends and easily yield to peer pressure. For instance they will drive faster to impress their friends and tend to 'drink and drive' more easily).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

64

2.4 Cultural values

(Cultural values include all the behaviour which human beings exhibit in conformity with their social group and all other human groups. Even in traffic situations one's behaviour depends on the behaviour of the people one is living and associating with. For example, a child that does not fasten a safety belt because he/she sees his/her father not doing it).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

65

2.5 Recreational values

(Some aspects of recreational values include pleasure and adventure. To disobey rules and regulations can be seen as 'cheap adventure'. Therefore, people who are very adventurous will disobey the rules more easily than those who are not adventurous.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

66

Thank you for your co-operation.

APPENDIX 5: AFRIKAANSE VRAELYS (LEERDERS)

GRADE 9, 10, 11 LEARNERS

Nommer van vraelys

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Vir kantoor-
gebruik
01-04

Elke jaar verloor duisende mense in Suid Afrika hulle lewens as gevolg van verkeersongelukke. Een van die redes is dat ons nie behoorlik opgelei is as veilige padgebruikers nie. Hierdie vraelys sal ons help om meer effektiewe opleidingsprogramme saam te stel.

Dankie vir jou samewerking

AFDELING A: DEMOGRAFIESE INLIGTING

Lees asseblief die volgende vrae en antwoord hulle so eerlik moontlik. Vul die inligting in of maak 'n kruisie in die gepaste blokkie

1. Hoe oud is jy?

| | |
|---|---|
| | |
| 1 | 2 |

05-06

2. In watter graad is jy?

| Graad 9 | Graad 10 | Graad 11 |
|---------|----------|----------|
| 1 | 2 | 3 |

07

3. Wat is jou huistaal?

| Setswana | Sesotho | English | Afrikaans | Ander |
|----------|---------|---------|-----------|-------|
| 1 | 2 | 3 | 4 | 5 |

08

4. Wat is jou geslag?

| Manlik | Vroulik |
|--------|---------|
| 1 | 2 |

09

AFDELING B: VERKEERVEILGHEID

As jy na jou eie en ander mense se gedrag as padverbruikers kyk antwoord dan die volgende vrae:

1. Hoe belangrik is dit vir jou om 'n veilige padverbruiker te wees?:

| | Glad nie | | Gemiddeld | In 'n groot mate | |
|--------------------|----------|---|-----------|------------------|---|
| | 1 | 2 | | 4 | 5 |
| 'n voetganger | 1 | 2 | 3 | 4 | 5 |
| 'n fietsryer | 1 | 2 | 3 | 4 | 5 |
| 'n passasier | 1 | 2 | 3 | 4 | 5 |
| 'n motorbestuurder | 1 | 2 | 3 | 4 | 5 |

10
11
12
13

2. Hoe belangrik dink jy is dit vir ander kinders van jou ouderdom om veilige padverbruikers te wees as:

| | Glad nie | | Gemiddeld | In 'n groot mate | |
|--------------------|----------|---|-----------|------------------|---|
| | 1 | 2 | | 4 | 5 |
| 'n voetganger | 1 | 2 | 3 | 4 | 5 |
| 'n fietsryer | 1 | 2 | 3 | 4 | 5 |
| 'n passasier | 1 | 2 | 3 | 4 | 5 |
| 'n motorbestuurder | 1 | 2 | 3 | 4 | 5 |

14
15
16
17

3. Hoe belangrik dink jy is dit vir volwassenes om veilige padverbruikers te wees as:

| | Glad nie | | Gemiddeld | In 'n groot mate | |
|--------------------|----------|---|-----------|------------------|---|
| | 1 | 2 | | 4 | 5 |
| 'n voetganger | 1 | 2 | 3 | 4 | 5 |
| 'n fietsryer | 1 | 2 | 3 | 4 | 5 |
| 'n passasier | 1 | 2 | 3 | 4 | 5 |
| 'n motorbestuurder | 1 | 2 | 3 | 4 | 5 |

18
19
20
21

4. In watter mate beskou jy volwassenes as goeie rolmodelle van veilige padverbruikers as:

| | Glad nie | | Gemiddeld | In 'n groot mate | |
|--------------------|----------|---|-----------|------------------|---|
| | 1 | 2 | | 4 | 5 |
| 'n voetganger | 1 | 2 | 3 | 4 | 5 |
| 'n fietsryer | 1 | 2 | 3 | 4 | 5 |
| 'n passasier | 1 | 2 | 3 | 4 | 5 |
| 'n motorbestuurder | 1 | 2 | 3 | 4 | 5 |

22
23
24
25

5. Waarom dink jy dis belangrik (of nie) om 'n veilige padverbruiker te wees? Gee asseblief 3 redes.

5.1

.....

5.2

.....

5.3

.....

AFDELING C: VERKEERSVEILIGHEIDSOPVOEDING

1. Hoe belangrik is dit vir jou dat jy formele opleiding kry in die volgende aspekte van verkeersveiligheid: opleiding as:

| | Glad nie | | Gemiddeld | In 'n groot mate | | |
|--------------------|----------|---|-----------|------------------|---|----|
| 'n voetganger | 1 | 2 | 3 | 4 | 5 | 26 |
| 'n fietsryer | 1 | 2 | 3 | 4 | 5 | 27 |
| 'n passasier | 1 | 2 | 3 | 4 | 5 | 28 |
| 'n motorbestuurder | 1 | 2 | 3 | 4 | 5 | 29 |

2. Hoe belangrik dink jy sal ander kinders van jou ouderdom dit beskou opleiding as:

| | Glad nie | | Gemiddeld | In 'n groot mate | | |
|--------------------|----------|---|-----------|------------------|---|----|
| 'n voetganger | 1 | 2 | 3 | 4 | 5 | 30 |
| 'n fietsryer | 1 | 2 | 3 | 4 | 5 | 31 |
| 'n passasier | 1 | 2 | 3 | 4 | 5 | 32 |
| 'n motorbestuurder | 1 | 2 | 3 | 4 | 5 | 33 |

3. Indien opleiding in verkeerveigheid wel ingestel word, wie dink jy behoort dit aan te bied in elk van onderstaande gevalle? (jy kan meer as een merk as jy dink dat meer as een instansie/persoon dit moet aanbied)

3.1 Opleiding vir voetgangers

| Ouers | Skool | Verkeersdept. | Vriende | Ander | |
|-------|-------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 34-38 |

3.2 Opleiding vir fietsryers

| Ouers | Skool | Verkeersdept. | Vriende | Ander | |
|-------|-------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 39-43 |

3.3 Opleiding vir passasiers

| Ouers | Skool | Verkeersdept. | Vriende | Ander | |
|-------|-------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 44-48 |

3.4 Opleiding vir motorbestuurders

| Ouers | Skool | Verkeersdept. | Vriende | Ander | |
|-------|-------|---------------|---------|-------|-------|
| 1 | 2 | 3 | 4 | 5 | 49-53 |

4. Hoekom dink jy behoort verkeersveiligheidsopvoeding aangebied te word (of nie). Gee asseblief 3 redes

4.1

.....

4.2

.....

4.3

.....

AFDELING D: VERKEERSVELIGHEID EN WAARDES

In enige verkeersituasie speel waardes ’n belangrike rol in die besluite wat ’n mens moet neem. Sommige van hierdie waardes sal jou lei om verkeersreëls/regulasies te gehoorsaam maar ander waardes sal jou laat besluit om dit eerder te verontagsaam van tyd tot tyd. Daar is dus verskillende waardes wat jou besluite beïnvloed. Byvoorbeeld gaan jy stop by ’n stopteken? Gaan jy jou veiligheidsgordel aan sit? Gaan jy die spoedgrens oorskrei, drink en bestuur, sonder lisensie bestuur, ens?

Instruksies

1. Lees eers die verduidelikings van wat elke waarde beteken. (Dit is tussen hakies geplaas na elke vraag) Gaan dan terug en besluit in watter mate elk van die waardes gewoonlik jou besluite beïnvloed.
2. Merk jou antwoord op die skaal van 1 to 5, waar die skaal gaan vanaf "glad nie" tot "in ’n groot mate" byvoorbeeld:

| | | | | |
|----------|---|---|------------------|---|
| Glad nie | | | In 'n groot mate | |
| 1 | 2 | 3 | 4 | 5 |

1. Wanneer jy besluit om ’n verkeersreël te gehoorsaam, in watter mate het elkeen van die volgende waardes jou besluit positief beïnvloed?

1.1 Religieuse waardes

(Hierdie waardes verwag van jou om die reëls wat die regering stel te gehoorsaam, om geduldig te wees en om nie jou eie of ander mense se lewens in gevaar te stel nie.)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

54

1.2 Ekonomiese waardes

(Hierdie waardes verwys na die produksie en gebruik van materiële dinge soos bv. Boetes wat opgelê kan word as jy verkeersreëls oortree)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

55

1.3 Regswaardes

(As jy sterk voel oor regswaardes sal dit jou beïnvloed om verkeersreëls te gehoorsaam).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

56

1.4 Morele waardes

(Morele waardes gaan oor reg en verkeerd, goed en kwaad. Om by ’n stopteken te stop is bv. die regte dinge om te doen).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

57

1.5 Veiligheidswaardes

Hierdie waardes slaan jou en ander mense se veiligheid hoog aan. Om n veiligheidsgordel aan te sit is bv. belangrik vir jou eie veiligheid).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

58

1.6 Emosionele waardes

(Hierdie waardes gaan daarvoor om bv. geduldig te wees in die verkeer).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

59

1.7 Lewenswaardes

(Hierdie waardes gaan oor hoe belangrik jy jou en ander mense se lewens ag).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

60

1.8 Self waardes

(n Hoe mate van self-dissipline sal jou lei om reels te gehoorsaam).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

61

2. Wanneer jy besluit om **nie** n verkeersreel **te gehoorsaam nie**, in watter mate speel elk van die volgende waardes n rol in jou besluit?

2.1 Outoriteitswaardes

(n Persoon met sterk outoriteitswaardes wil altyd in n posisie wees waar hy/ sy eie besluite neem en nie voorgeskryf wil word deur allerhande reels/regulasie nie. Hulle sien bv. nie in waarom hulle doodstil moet stop by n stopteken of die spoedgrens moet handhaaf nie. Hulle wil self daarvoor besluit).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

62

2.2 Tydswaardes

(Hierdie waardes beplaal dat mense se tyd vir hulle belangrik is. Hulle is gewoonlik haastig en oortree maklik n stopteken of spoedgrens).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

63

2.3 Sosiale waardes

(Mense met sterk sosiale waardes wil graag hulle vriende beindruk en gee maklik toe aan die groep se besluite. Hulle sal bv. vinnig ry om vriende te beindruk. Hulle "drink en bestuur" ook makliker).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

64

2.4 Kulturele waardes

(Hierdie waardes hou verband met mense se gewoontes en gebruike. n Kind volg dus maklik die gewoontes van sy ouers na. As sy ouers nie veiligheidsgordels vasmaak nie of te vinnig ry, gaan hy/sy dit ook doen).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

65

2.5 Ontspanningswaardes

(Sekere aspekte van hierdie waardes gaan oor plesier en avontuur. Om reels te oortree kan gesien word as "goedkoop avontuur". Mense wat avontuurlustig is, sal makliker verkeerseels oortree, as mense wat nie so avontuurlustig is nie).

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

66

Nogmaals dankie vir jou samewerking.