

**CURRICULUM AND SOCIETY:
A PARENTS' PERSPECTIVE**

by

ROSINAH NINKI GAOLAOLWE MAJA

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CO-SUPERVISOR: DR AE DE SWARDT

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To:

My dad Kgotlatlou, my mom Mampule and my grandmothers Selelo and Serufo



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OPSOMMING

Die doel wat nagestreef is in hierdie studie, is om die behoeftes van die gemeenskap ten opsigte van die sekondêre skoolkurrikulum te bepaal. Suid-Afrika is tans in 'n oorgangsperiode. Aangesien die kurrikulum ook deur hierdie veranderinge beïnvloed word, is dit nodig om die behoeftes van die samelewing soos gesien deur die ouers te bepaal. Die probleem en doel van hierdie studie is duidelik omskryf in hoofstuk 1.

'n Deeglike literatuurstudie is uitgevoer ten einde inligting oor navorsingsmetodologie, verskillende benaderings, asook kurrikulumontwerpmodelle en -beginsels te bekom. Onderhoude is gevoer om inligting in te samel ten opsigte van die behoeftes van die gemeenskap.

Die bevindings sluit die volgende in:

- * Morele opvoeding moet beslag vind in die kurrikulum.
- * Vaardigheidsonderrig moet ingesluit word in die kurrikulum.
- * Daar bestaan 'n behoefte aan multikulturele opvoeding.
- * Daar bestaan 'n behoefte aan lewensvaardighede.
- * Voorsiening vir tegniese onderwys moet gemaak word.
- * Beroepsopleiding moet voorsien word.

Die riglyne wat daargestel is, dui daarop dat kurrikulumontwerpers in die toekoms alle belangegroepes sal moet raadpleeg, sodat hulle ook hul regmatige bydrae kan lewer. Deur hulle deelname kan riglyne gestel word vir 'n kurrikulum wat aan die eise van die gemeenskap sal voldoen.

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CHAPTER 1

ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

The aim of this study is to look into the needs of the society in the Gauteng province, with regard to the senior secondary school curriculum. This is important because at the moment transformation is taking place in South Africa. Education is also affected by this transformation. Through the reconstruction and development programme an attempt is being made to remove the imbalances in education. The main task is to build a just and equitable system which will provide a good quality education and training to all learners throughout the country.

South Africa now has a single ministry of education. In the place of division of race, class, gender and ethnicity promoted and reinforced by curriculum under apartheid, there is a need for development of a curriculum that recognises the common destiny and diversity of all South Africans (Government Gazette, 1995:18). This indicates that attempts have to be made in order to determine the needs of the people.

An interim curriculum is presently being implemented in the schools. It should however be realised that although the new syllabi are available in schools, a needs analysis is still to be made. According to the Government Gazette (1995:19) the efforts of all South Africans will be needed to reconstruct and develop the national education and training system so that it is able to meet the personal and social needs and also economic challenges that confront us. The ministry of education has invited the goodwill and active participation of all parents, teachers, students, community leaders, religious bodies, workers, business, media and development agencies in order to bring about a transformation. This statement indicates that an in depth needs assessment has to be made.

The old curriculum was not acceptable to all groups in South Africa because stakeholders such as parents, teachers, students, community and religious leaders

were not given a chance to participate fully.

According to the Government Gazette (1995:21) parents have the right to be consulted with respect to the form which education should take and to take part in its governance. Parents have the right to choose the form of education which is best for their children. This indicates that parents have a primary responsibility for the education of their children. For this study, parents who have children in the senior secondary schools will serve as a target group.

1.2 STATEMENT OF THE PROBLEM

The aim of this study is to find answers to the following questions:

- 1.2.1 What are the needs of the society as perceived by parents in the Gauteng province?
- 1.2.2 How can these needs be addressed in a curriculum for secondary schools?

1.3 AIM OF THE STUDY

This study aims at the following aspects:

- 1.3.1 To identify the needs of the society as perceived by parents in the Gauteng province, through focus group interviews.
- 1.3.2 To formulate guidelines for a relevant senior secondary school curriculum in the Gauteng province through a literature study. These guidelines will be focused on the macro and meso level of curriculum design.

1.4 METHODOLOGY

In this study a descriptive, exploratory and qualitative research design, which is contextualised by nature is used to identify the needs of the society (Mouton & Marais, 1993:44). This study is descriptive because an attempt will be made to describe the method of collection and analysis of data. It is also exploratory

because an attempt will be made to identify the needs of the society. Lastly this study is qualitative because data will be collected through focus group interviews in order to identify the needs of society. The following steps will be followed for this research:

Step 1 : Statement of the problem and the setting of aims

The problem and the aims for this study will be set. The methodology will be described and relevant concepts will be clarified. A report on this step will be found in chapter 1.

Step 2 : Research methodology

A study of relevant literature research studies will be conducted in order to choose a relevant research methodology. Information on this step will be found in chapter 2.

Step 3 : Interviews and analysis of data

An attempt will be made to identify the needs of the society as perceived by parents in the Gauteng province. Parents who have children in secondary schools will therefore be interviewed. Interviews will be transcribed and data will be analysed and interpreted. The findings will also be outlined. Information on this step will be discussed in chapter 3.

Step 4 : Curriculum design

A literature study on how to design a curriculum will be undertaken. Relevant literature will be consulted in order to provide sound theoretical guidelines. Information on this step will be discussed in chapter 4.

Step 5 : Discussion of the results

The empirical and the theoretical data will be combined and discussed. Guidelines and recommendations for this study will also be outlined. This information will be reflected in chapter 5.

1.5 CLARIFICATION OF TERMINOLOGY

1.5.1 Curriculum

According to Krüger (1980:19) curriculum is a selected and ordered teaching

content which brings about a programme of teaching wherein a functional cohesion exists between situation analysis, goal setting, planned learning experiences, actualisation of opportunities and evaluation.

Carl, Volschenk, Ehlers, Kotze, Louw and Van der Merwe (1988:21) see curriculum as the planned and guided learning experience formulated through systematic reconstruction of knowledge and experience under the auspices of the school for the learners continuous and useful growth in personal social competence.

The first definition by Krüger is more acceptable than the second one, because it shows the existence of an interrelationship between curriculum, evaluation, development and implementation. The definition of the curriculum will be extensively discussed in chapter 4.

1.5.2 Situation analysis

According to Marsh (1992:81) situation analysis refers to the initial stage in which the learner finds himself or herself. It is up to the teacher to find out about the initial states of their students and interpret what it means in terms of curriculum planning.

1.5.3 Curriculum design

Pratt (1980:10) sees curriculum design as an applied science, like engineering and medicine. It draws on theory from the pure sciences. It does not deal with propositional questions but with procedural questions and its criteria are reasonableness and practicality. A curriculum designer has to develop priorities to guide the selection of tasks to be performed as well as be able to perform them. The decisions are guided by value commitments to the society in general and learners in particular.

1.6 CONCLUSION

In this chapter a background to the problem was given. The problem emanates as the questions, what are the needs of the society and how should those needs be addressed in a senior secondary school curriculum. The aims of this study were

stated as, to identify the needs of the society through the eyes of parents and to provide guidelines for a relevant senior secondary school curriculum in the Gauteng province through a literature study. The research method to be used was stated as being descriptive exploratory and qualitative. Concepts were also clarified. In the next chapter focus will be on research methodology.

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CHAPTER 2

THE RESEARCH DESIGN

2.1 THE AIM OF THE CHAPTER

The aim of this chapter is to determine how this research is going to be conducted and how data will be collected and analysed.

The different research paradigms namely qualitative and quantitative will be discussed. The strengths and weaknesses regarding the two research paradigms will be outlined. Reasons as to why a particular paradigm is chosen will be given. A suitable method will be chosen and discussed in depth. A discussion on how this study will be undertaken and the protocol which will be used to analyse data will also be highlighted.

2.2 QUALITATIVE AND QUANTITATIVE RESEARCH PARADIGMS

A paradigm is an implicit, unvoiced and pervasive commitment by a community of scholars to a conceptual framework. A paradigm shares proper ways of asking questions that are defined as tasks for research in a normal science (Schulman, 1990:4). Having explained what a paradigm is, it is important to clarify the different status of qualitative and quantitative research paradigms. According to Burgess (1985:97) at the most basic level qualitative and quantitative approaches are sets of different research techniques, each with its own advantages and limitations.

2.2.1 The Quantitative Research Paradigm

Quantitative research paradigm emphasises measurement and analysis of causal relationship between variables and not analysis of causal relationship between variables and processes (Denzin & Lincoln, 1994:4). Reality is viewed as singular, objective and independent of the researcher. Questionnaires and instruments are used in order to measure objectively. Quantitative research is value free, formal and unbiased. This enables the researcher to report realities faithfully (Creswell, 1994:4–6). Quantitative research paradigm makes use of

inductive methods where theories and hypothesis are chosen before the study begins. Creswell (1994:7) further points out that qualitative studies are carefully worked out procedures where rules for research exist. Collection and analysis of data involves a shorter period of time than that required in qualitative designs (Creswell, 1994:8). Quantitative research is impersonal and experimental, it is therefore, not suitable to study human phenomena.

2.2.2 Qualitative Research Paradigm

Qualitative implies an emphasis on process and meanings that are not examined or measured in terms of quantity, amount, intensity or frequency. Qualitative research emphasises the socially constructed nature of reality, the intimate relationship between the researcher and what is being studied and also the situational constraints that shape inquiry (Denzin & Lincoln, 1994:4). Yin (1993:57) further points out that qualitative data is data that cannot be readily converted to numerical values (e.g. colour perception) and by real life events.

Qualitative researchers are interested in knowing how things occur. Meanings and interpretations are negotiated with human data resources because it is the subject's realities that the researcher tries to reconstruct. Objectivity and truthfulness are critical because the researcher seeks credibility which is based on coherence, insight and instrumental utility (Creswell, 1994:162). In a qualitative research rules and procedures are not fixed but open. Such designs call for an individual who is willing to take risks inherent in an ambiguous procedure. The researcher's values are not kept out of the study. Language used is personal and informal. It is also based on definitions that evolved during a study.

The qualitative research paradigm has been chosen due to the following reasons:

(a) Data Collection

Qualitative data must reach the researcher in the form of words. It is therefore relevant for this study because the researcher intends communicating with the respondents in order to get information (Leedy, 1992:139).

(b) Reality Orientated

According to Rudestam and Newton (1992:32) qualitative tries to understand human phenomena in their entirety in order to develop a complete understanding of a person, programme or situation. This indicates that the qualitative researcher is concerned with human beings where interpersonal relationships, personal values, meanings, beliefs, thoughts and feelings are important.

Information derived from qualitative research is not static. Data will change if circumstances change. Data gathered, deals with feelings, thoughts and opinions of individuals (Stainback & Stainback, 1984: 226). This information is relevant for this research because it deals with human beings (parents). The researcher also wishes to develop a complete understanding of the parents and their situation in as far as the secondary school curriculum is concerned. As indicated above thoughts, feelings and opinions of parents are also involved in this research.

(c) Participation

According to Leedy (1992:142) the qualitative researcher focuses on the perspective of the insider, talking to and observing. The qualitative researcher is interested in firsthand experiences because it provides the most meaningful data. As far as this research is concerned the researcher will interview the parents directly in order to get firsthand information. Everything taking place during the discussion will be observed.

(d) An Inductive Approach

According to Rudestam and Newton (1992:32) through the inductive approach the qualitative researcher begins with specific observation and moves to a development of patterns that emerge from cases under study. The researcher does not make assumptions about inter-relationships before making observations. Leedy (1992:143) points out that emphasis is on description and discovery and less on hypothesis testing and verifications.

(e) **Natural Conditions**

The naturalistic inquiry is another important aspect concerning the qualitative research. The researcher tries to understand the phenomena in their natural occurring state. It is discovery orientated in a naturalistic environment (Rudestam & Newton, 1992:32). Concerning this study the researcher will create an atmosphere that will make it possible for her to obtain data in a natural way. Data will therefore be collected in a natural setting of the school premises.

2.3 **STRENGTHS AND WEAKNESSES OF THE QUALITATIVE RESEARCH PARADIGM**

Strengths and weaknesses concerning the qualitative research paradigm will be discussed individually in order to give a clear distinction.

2.3.1 **Strengths of Qualitative Research Paradigm**

Qualitative designs are unique and flexible. This minimizes the likelihood of gathering data that is rich in detail. Knowledge gained from qualitative research enriches one's imagination (Crabtree & Miller, 1992:234). This is due to the fact that the researcher is free to give his interpretations. If data is collected through interviews the researcher is in control and informants are also able to provide historical information (Creswell, 1994:150). This indicates that qualitative procedures are not highly structured and that there is a high degree of flexibility.

Bulmer and Warwick (1983:138) further indicate that qualitative research enables people to investigate problems outside traditional boundaries of inquiry. It is important where direct measurement of characteristics and understanding of behaviour and attitude is difficult.

The strengths highlighted above apply to this research because the researcher intends giving his own interpretations when conducting interviews. The problem to be researched does not require direct measurement, it is a social problem because it affects the social life of human beings. This strength as pointed out above, is applicable to this research. This study calls for exploration and through exploration the researcher's imagination will be enriched.

2.3.2 Weaknesses of Qualitative Research Paradigm

The researcher has to address reality that is contradictory, illogical and incoherent. The researcher is faced with a challenge since procedures for organising images are ill defined and rely on processes of inference, insight, logic and luck (Morse, 1993:1). Crabtree and Miller (1992:235) point out that qualitative data collection techniques are both time consuming and labour intensive, e.g. a long interview takes about a year to develop, administer and analyse data. Transcribing tapes is time consuming, the software used may be too expensive and a significant amount of training may be needed.

According to Creswell (1994:151) if data is collected through interviews, the presence of the researcher may lead to biased response from subjects. This particularly refers to face to face interviews. Telephone interviews may also have a negative impact since information is provided in a restricted place and not in a natural environment.

This research will be affected by some weaknesses highlighted above. The researcher will try by all means to overcome them where possible. Weaknesses affecting this research include the amount of time needed to transcribe information from the tapes and the biased responses from subjects because of the presence of the researcher.

2.4 RELIABILITY AND VALIDITY

2.4.1 Reliability

Generally reliability is concerned with what one can rely upon or something with a sound and consistent character (Allen, 1991:1014).

As far as the qualitative research paradigm is concerned, reliability is concerned with replication of the study under similar circumstances. The naturalistic investigator derives consistency through coding the raw data in such a way that another person could understand the themes and arrive at similar conclusions (Rudestam & Newton, 1992:40).

The following factors will enable the researcher to attain reliability in this study.

- 2.4.1.1 The researcher is a teacher at a school. Colleagues at that particular school will not serve as respondents, because this can have an influence on their responses.
- 2.4.1.2 The respondents will be selected randomly. Invitations will be sent to different schools. Parents willing to participate will sign and return the slips to schools.
- 2.4.1.3 Interviews will take place in the school premises because it is convenient for all.

The following control mechanisms will be included in this study to ensure reliability:

- (a) The interviewer will not be familiar to the respondents.
- (b) Verbal interviews will be transcribed from the tape recorder.
- (c) Interviews will be taken back to the respondents for verification of what they have said.
- (d) Interviews and protocol will be given to an independent decoder.
- (e) The strategy implemented in the analysis of data will be reflected.

2.4.2 **Validity**

According to Allen (1991:1356) validity refers to something that is legally ascepted and executed with proper formalities. In this research, interviews will be used to gather data. According to Woods and Cantazoro (1988:138) the interview tends to be phrased more closely to the empirical world of the participants than the other instruments used in other research designs. This will therefore increase the validity of this research. Interviews will be conducted in a natural setting. The participant's reality will therefore be reflected in this type of setting and the validity of this research will be

increased. Literature check will be undertaken in order to check on the validity of the identified categories and the findings arrived at.

2.5 THE RESEARCH METHOD

There are two methods which can be used in a qualitative research. These methods are, observation and interviews. According to the aims of this study as indicated in 1.3.1 it has been decided to use interviews as a research method.

2.5.1 Interviews as a research method

Interview is a common method of collecting data. It involves verbal interaction between individuals. Anderson (1990:222) defines it as a specialised form of communication between people for a specific purpose associated with some agreed subject matter.

The purpose of interviewing is to find out what is in someone else's mind. People are interviewed in order to find out from them those things that we cannot control directly. As human beings we cannot observe feelings, thoughts and intentions. We cannot observe behavior that took place at some previous point in time. We cannot observe how people have organised the world and the meanings they attach to what goes on in the world. The purpose of interviewing is to allow us to enter into other people's perspective. The interviewer must provide a framework within which people can respond comfortably, accurately and honestly to questions (Patton, 1982:161). Based on the factors stated above, interviews are suitable for this study and will therefore be used to conduct the research.

2.5.2 Types of Interviews

There are different types of interviews which can be used as research techniques and they are as follows:

2.5.2.1 Structured Interviews

A structured interview is one in which the procedure to be followed is determined in advance. An interview schedule is prepared in which the pattern to be followed, the wording of questions and instructions and the method of coding or categorizing the answers are detailed (Behr, 1983:145). This technique is not suitable for this research because questions are not open and only a limited number of facts and opinions can be gathered.

2.5.2.2 Unstructured Interviews

In this type of interview a number of questions are also prepared beforehand. The interviewer is allowed to use his own discretion and depart from the set questions as well as their order of presentation (Behr, 1983:146). This technique is also not suitable for this research because the researcher is allowed to use his own discretion and lead the respondents to a certain direction in order to gain data that relates to the aims and objectives of his or her study.

2.5.2.3 The focus group interviews

Focus group interviews are a qualitative method of collecting data. They enable the interviewer and the respondents to interact with one another. Focus group interviews are non directive because open ended questions are used. No boundaries are set for participants. The respondents have ample time to comment, explain and share experiences and attitudes (Krueger, 1994:7). Focus groups interviews will be used for this study because no boundaries are set for participants. Respondents will be free to respond. The researcher will be able to get the feelings and opinions of the parents with regard to the secondary school curriculum.

Krueger (1994:6) points out that a focus group is a special type of group in terms of purpose, size, composition and procedures. It is composed of participants who are selected because they have certain characteristics. A focus group consists of a minimum of three groups but it can also involve as many as several dozen of groups. Krueger (1994:15) further points out that focus group interviews are created in order to accomplish a specific purpose through a defined process. The main purpose is to obtain information of

qualitative nature from a pre-determined and a limited number of people. Focus group interviews provide an environment in which disclosures are encouraged and nurtured.

Lastly Krueger (1994:19) indicates that focus group interviews produce qualitative data which provides insight into attitudes, perceptions and opinions of participants. Results are solicited through open ended questions and a procedure in which respondents are able to choose the manner in which they respond. Focus group interviews present a more natural environment than that of individual interviews, because participants are influenced by others just as in a real life situation. This indicates that there is a high degree of interaction. Participants engage in an interaction that is concentrated on attitudes which are of great interest to the researcher.

2.5.3 Advantages of the focus group interviews

According to Kingry, Tiedje and Friedman (1990:124–125) focus group interviews have the following advantages:

- (a) A focus group interview is a socially orientated research procedure. People are able to interact with one another.
- (b) People are placed in a natural real life situation as opposed to a controlled situation.
- (c) The format allows the researcher to probe, this enables him or her to explore the unanticipated issues.
- (d) Focus group interviews promote a high degree of validity. The technique used is easily understood and the results seem believable to those using the information. Results are also not presented in complicated statistical charts, they are instead presented in a lay terminology filled with quotations from participants.
- (e) Focus group interviews can be relatively low cost.
- (f) The researcher is also free to increase the sample size of qualitative studies.

- (g) Focus group interviews may provide a stimulating and a secure setting for members to express ideas without fear of being criticized.

It has been decided to use focus group interviews in this research as a means of gathering data because of the above outlined advantages. The main aim of this research is to discover the needs of the society in as far as the secondary school curriculum is concerned. By interviewing groups of respondents, a wider, more diversified and an adequate range of responses will be received because respondents interact with one another.

As far as this research is concerned, the researcher will interview a homogeneous group because the respondents will be parents who have children in the secondary schools. This will promote feelings of security because the respondents will find themselves being in the company of people who have same ideas, attitudes, opinions and feelings.

It should therefore be realised that the above stated advantages are relevant and applicable to this research.

2.5.4

Disadvantages of the focus group interviews

Although focus group interviews have advantages, there are also disadvantages. Krueger (1994:36–37) has outlined the following disadvantages:

- (a) The researcher has less control in the group interview as compared to the individual interview. Participants are able to interact with one another and are therefore able to influence the course of the discussion.
- (b) It can be difficult for the researcher to analyse data. Group interaction provide a social environment and comments have to be interpreted within that context. Care is therefore needed to avoid lifting comments out of context and out of sequence or even coming to premature conclusions.
- (c) Carefully trained interviewers are needed. Aspects such as open ended questions, the use of techniques such as pauses, probes and knowing when and how to move into new topic areas, require a high degree of expertise which untrained interviewers lack.

- (d) Each focus group tends to have its own unique characteristics. One group can be dull and boring. The difference in groups makes it necessary that enough groups be included in order to balance the idiosyncrasies of individual sessions.
- (e) Groups are difficult to assemble.

It should be realised that the above stated disadvantages will not affect this study because the researcher has been trained. The researcher will therefore, be in a position to overcome the disadvantages as stated above.

2.6 DATA COLLECTION IN FOCUS GROUP INTERVIEWS

2.6.1. Selection of Respondents

2.6.1.1 Homogeneity

Homogeneity is the key principle in forming a focus group (Kingry, Tiedje & Friedman, 1990:124). Respondents for this research form a homogeneous group due to the fact they are all parents in the Gauteng Province who have children in the secondary schools.

2.6.1.2 Group size

Kingry, Tiedje and Friedman (1990:124) point out that focus groups usually include four to twelve participants. For this study more than four participants per interview will be selected. However, it is important to realise that this will depend on their response to the invitation letters.

2.6.1.3 Number of focus groups

The number of interviews will be determined by the aim or purpose of the study and also repetition of information (Kingry, Tiedje & Friedman, 1990:124). As far as this study is concerned the number of interviews will be determined by repetition of information.

2.6.1.4 Sampling

Ary, Jacobs and Razavich (1985:138) point out that a sample can be defined as a portion of the population. For this study the researcher will draw respondents from the West Rand area which is part of the Gauteng province. This will help the researcher to save time and money. Invitation letters will be sent to parents of a number of schools in the West Rand. Parents willing to participate will fill in the slips which will be returned to schools.

2.6.2 Where interviews will be conducted

Interviews will be conducted in a number of schools within the province of Gauteng. The interviewer will form a circular arrangement in order to promote informality and interactions which is vital for any group interview. A tape will be strategically placed in order to capture the dialogue between the researcher and the respondents (Kingry, Tiedje and Friedman, 1990:124).

2.6.3 Documentation

During the interview session, the researcher will take brief notes as a validation of taped comments. Key insights will also be recorded. It is important to realise that the transcription will be done immediately after a focus group interview in order to prepare for analysis of data (Kingry, Tiedje & Friedman, 1990:125).

2.6.4 Transcription of the interviews

Tapes will be transcribed. Words or phrases to describe experiences will be listed and grouped together. The concepts will be grouped into categories based on their similarity in the content or emotive tone. The categories will be evaluated across focus groups to determine the range of experiences as well as the dominant experiences that were offered by the participants (Morgan, 1993:109–110).

2.6.5 The role of the interviewer

The interviewer will be unknown to the participants so as not to influence their answers in any way. The respondents will be assured that what they will

say will be totally confidential and that they will remain anonymous. This will be recorded in the interviews (Burns & Groves, 1987:349).

The interviewer will greet the participants and establish a friendly contact so that a rapport can be created. Interviewees will be made comfortable by providing them with snacks.

2.6.6 Questions

Kingry, Tiedje and Friedman (1990:124) point out that carefully structured and sequenced questions based on the purpose of the study are necessary to elicit a wide range of responses.

The questions for this study are as follows:

- 1) What are the needs of the society as perceived by parents in the Gauteng province?
- 2) How can these needs be addressed in a secondary school curriculum?

Interviews will be taped on the cassettes and transcribed.

2.7 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to a mass of collected data. Analysis of data gathered in a naturalistic inquiry begins the first day the researcher arrives at a setting (Erlandson, Harris, Skipper & Allen, 1993:111).

According to Strauss and Corbin (1990:97) data analysis can take place through three processes namely, open coding, axial coding and selective coding. Open coding refers to the process of breaking down, examining, comparing, conceptualising and categorizing data. Axial coding is a set of procedures whereby data is put back together in new ways after open coding, by making connections between categories. Selective coding is a process of selecting the core category systematically relating it to other categories, validating those relationships and filling in categories that need further

development. For this study, an open coding procedure will be used to analyse data.

Poggenpoel (1993) recommends the following steps for data analysis:

Step 1

Read the transcript. Place aside preconceived ideas. Focus only on the answers in the transcription.

Step 2

Take the transcript back to the respondents so that they can verify if they agree with information on the transcript. (This is the first reliability check.)

Step 3

Determine exactly what is being asked. Irrelevant information supplied by the respondent is ignored. The decoder differentiates between relevant and irrelevant information.

Step 4

Mark or underline words and phrases that have been presented by the respondents in response to the questions. Mark all repetition. Write down the identified words and phrases. Make a list of all relevant answers to each question.

Step 5

Read summaries of answers 3 to 4 times. The aim is to identify the main categories and sub categories. The main categories are listed in order of importance. A main category is an interpretation that you give to information. The categories are given names.

Step 6

Second reliability check is when the transcription and the protocol are given to an independent decoder to identify and categorize central themes independent from the researcher. The independent decoder provides guidelines as to how data should be analysed. The researcher and the independent decoder meet in order to discuss and decide upon the central themes, relationships and categories.

2.8 CONCLUSION

In this chapter the research design, data collection and data analysis have been outlined. The researcher has decided to use focus group interviews as the research methodology. In chapter 3 data gathered from interviews will be analysed and interpreted in the form of categories.

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CHAPTER 3

DATA ANALYSIS

3.1 THE AIM OF THE CHAPTER

The aim of this chapter is to analyse data collected by means of focus group interviews. Data will be analysed in order to come up with findings for the empirical research undertaken. Data collected will be analysed according to Poggenpoel's protocol as stated in Chapter 2.

3.2 THE DATA GATHERING PROCEDURE

A pilot interview was first conducted. The supervisor and the researcher met in order to discuss the data gathered from the pilot study interview. It was realised that the answers from the respondents were vague and the research question had not been answered. The question was: "What do you think are the needs of the society that should be addressed in a secondary school curriculum?" The problem identified was that the respondents had difficulty in understanding the word curriculum, hence irrelevant answers were given.

Through an agreement between the supervisor and the researcher, the research question was re-structured to: "What do you think are the needs of the society that should be addressed in a secondary school education?" It should be realised that the question was restructured so that it could be meaningful to the respondents. This change did not affect the research design as stated in Chapter 1.

After the pilot study interview, four focus group interviews were conducted. The respondents were parents who have children in the secondary schools within the Gauteng province. In order to save time and money, the researcher concentrated on the West Rand area which is part of the Gauteng Province. The areas covered were Roodepoort, Krugersdorp, Randfontein and Carltonville. The parents interviewed were a multiracial group. (Blacks, Whites, Coloureds and Indians were represented.)

Through permission from principals of a number of schools in the areas mentioned, invitation letters were sent to parents. Parents who were willing to take part were to indicate by filling in slips which were to be returned to schools. Interviews were conducted in schools and communication was in English. There were four respondents in each interview except the second interview where only three respondents turned up for the interview session.

3.3 THE PROTOCOL

The transcripts from interviews were read objectively. Preconceived ideas were placed aside. The researcher only concentrated on relevant answers. The transcript was taken back to the respondents. (This was the first reliability check.) the respondents were to verify if they agreed with information on the transcripts. The respondents who turned up for the second appointment were satisfied with the information on the transcripts and no additions were made.

A complete list of relevant answers was compiled. (This list of relevant answers will be reflected under paragraph 3.5.) The main and subcategories were identified. The categories were prioritised. Prioritisation of categories was done by counting the number of times reference was made to a code or a problem. A list for prioritisation of categories is provided under paragraph 3.5.1.

The transcript and protocol were given to an independent decoder. An independent decoder was a fellow student who was not involved with this research. (This was the second reliability check.) The researcher and the independent decoder met in order to compare their categories. The independent decoder had six categories and the researcher eight. After a lengthy discussion the independent decoder and the researcher reached a consensus. Certain categories were combined and eventually they came up with six categories. Prioritisation of categories was discussed and a list of final categories was drawn. Prioritisation of categories was done by counting the number of times reference was made to a code or a problem.

3.4 A REPORT ON DATA ANALYSIS

Each interview will be separately analysed. A list of relevant answers will be compiled. This list will be reflected under par. 3.5. The identified categories will be analysed according to their importance.

Each category will be defined and explained. In order to verify that a category is valid the researcher will refer to the respondent's actual words. The quotations will be integrated with the discussion. A literature check will be made in order to enhance the validity of categories and conclusions for findings arrived at in this research.

3.5 A LIST OF RELEVANT ANSWERS

Relevant answers will be reflected in terms of each interview. They will be reflected as follows:

3.5.1 Interview 1

- Schools should prepare our children in such a way that they become responsible human beings, learn to be independent, do things on their own.
- Subjects like motor-mechanic, home economics, technical drawing can encourage our children to be independent.
- Subjects ... will enable our children to have skills.
- Skills acquired will make the child to be independent.
- They become involved in criminal activities because they are useless.
- ... subjects that can enable our children to acquire skills.
- Individual differences of our children are not catered for.
- Dull and bright children are treated the same.

- ... slow children being frustrated and bright children being bored.
- ... pupils abilities and interests should be given attention.
- Morals are going down the drain.
- People no longer have respect..
- Teaching of morals should be attended to.
- Etiquette ... should become a tradition.
- ... mould pupils behavior outside the school.
- Environment education can help our children to appreciate beauty and nature.
- Pupils do not show appreciation because buildings are being vandalised, papers thrown all over.
- Environmental education will make children become aware of their surroundings.
- Subjects like art will encourage our children to start appreciating.
- Our children should be taught about sex in schools.
- ... sex education should be introduced.
- Sexism should be ... discouraged. ... should encourage boys to do needlework and girls woodwork.

3.5.2 Interview 2

- we want rape to come to an end.
- We want child abuse to come to an end ... stealing of cars.

- ... can lead a peaceful life.
- Children should be taught religious education.
- Through the bible our children will be moralised – will grow to know that rape is against good way of leading a normal life ... will realise that stealing is a sin.
- ... teach our children manners ... no longer have good manners.
- ... people no longer respect.
- ... our children should be taught good manners at school.
- ... educate our children about the danger of aids.
- ... teachers do not set a good example ... they no longer show respect ... fall in love with girls.
- ... there should be a code of conduct for both teachers and students.
- Educate our children about the danger of aids.
- Guidance as a subject should be taken seriously.
- Children should be taught practical subjects.
- ... give our children basic skills.
- ... are not employed because they do not have basic skills.
- Attention ... given to practical subjects.
- ... teach our children about other cultures and their own cultures.
- If taught other cultures ... start to respect those languages. Negative attitude towards other racial groups ... come to an end.

- Health education should be given attention.
- ... provide our children with skills for tomorrow.
- Guidance career guidance should be taught.
- ... children should be prepared for business life.
- ... should know how to start their own businesses.
- ... commercial subjects will assist our children.

3.5.3 Interview 3

- ... we do not have enough technical schools.
- ... practical subjects are looked down upon.
- Subjects like needlework, woodwork and gardening are important because they will help the child to learn to survive.
- ... woodwork will enable the child to make chairs and tables to sell.
- needlework will enable the child to learn to sew clothes ... and also sell others.
- ... children will learn to be independent.
- Technological subjects are important – because they are job related, ... can help to prepare child for life after standard ten.
- ... want children to become big businessmen.
- Management skills together with leadership skills should be taught.
- ... sex education should be introduced.

- Sex education will make children realise the danger of having sex at an early age.
- ... people are suffering from aids ... boys and girls become parents at an early age.
- Crime is so high we no longer feel safe, we no longer trust one another.
- People no longer have morals, there is no respect.
- ... schools should moralise our children.
- Bible teaching should take place in schools.
- ... teachers not good role models.
- Strict discipline should be considered.
- ... parents and schools should work together in order to maintain discipline.
- History ... play an important role in teaching, culture, tradition and their roots.
- ... culture to be maintained. History can help to maintain culture.
- ... children should be taught to appreciate. Our society is sick, people no longer have a sense of appreciation.
- ... must be in a position to respect property and people.
- ... art and music can help our children to appreciate beauty and nature.
- ... will learn to have respect for property and people.
- School ... should help to stop crime. Policemen should be invited to schools.

- ... career education should play an important role in the secondary schools.
- Sex education should be introduced.

3.5.4 Interview 4

- ... emphasis laid upon subjects like maths and science, practical subjects are ignored.
- Pupils who are not good in science and maths become frustrated and they drop out of school.
- ... introduce practical subjects.
- ... practical subjects will provide our children with skills. Our children will be employable.
- ... attention should be given to both academic and practical.
- ... practical subjects will help to reduce high rate of unemployment.
- Subjects taught should be job related.
- ... schools and church can work together, morality can be addressed.
- ... society in which we live has no morals, children no longer respect elderly people. Elderly people do not show respect to the young children.
- Morals are low ... we hear about children being abused sexually by their parents.
- ... secondary schools should teach religious education.
- ... school day should start with a prayer.
- ... ministers from different religious groups should be invited to schools to preach.

- ... mother tongue is no longer taken seriously.
- ... culture can be maintained through mother tongue.
- If culture is maintained children will know where they are getting to.
- ... values such as respect and sympathy can develop amongst our people.
- ... our children will start to realise that this is wrong and that is right.
- ... children should learn about their cultures ...
- ... our children should learn about other cultures.
- Students should be encouraged to learn their own and foreign languages.
- ... children will have respect for languages which are not theirs.
- ... teach our society about health.
- Teach our children about good habits of eating.
- Encouraged to grow vegetables which help to promote good health.
- ... our children should be taught about sex.
- I am concerned with the high rate of early pregnancy.
- young girls drop out of school because they are pregnant.
- ... schools should teach about sex.
- ... it is difficult to discuss sex freely with our children.
- Children get involved in criminal activities such as car theft.
- Education should pay attention to slow learners.

- Slow learners should not be forced to learn at a similar pace with fast learners.
- ... technological subjects are very essential.
- ... child who did technical subjects will have more chances of being employed.

3.6 A LIST OF PRIORITIES

As mentioned in par. 3.3 prioritisation of categories will be done by counting the number of times reference was made to a code or a problem. A list of priorities will be reflected in **Figure 3.6.1** on the next 3 pages.

3.7 DISCUSSION OF CATEGORIES

3.7.1 Moral education

According to The World Book Encyclopedia (1991:799) moral education is an instruction focused on *right* and *wrong*. It includes development of *values* and the *standard by which people judge* what is *important, worthwhile* and *good*.

The respondents came out strongly about lack of morality in the society. This was revealed by the following statements:

- "Through the Bible our children will be moralised, they will grow to know that *rape* is against a good way of leading a normal life, they will realise that *stealing* is a sin."
- "*Crime* is so high that we no longer feel *safe*, we no longer *trust* one another."

These quotations verify that parents would like to see moral education being given a rightful place in the secondary school curriculum. The findings reveal that parents are concerned with *social problems*, such as *rape, drug abuse, lack of discipline, lack of respect and manners, child abuse* and also *car theft*. (On the next three pages is a list of priorities.) There were strong feelings that the secondary schools had to play a major role in order to address the above stated

Figure 3.6.1

A LIST OF PRIORITIES

Interview 1	Interview 2	Interview 3	Interview 4
<ul style="list-style-type: none"> - responsible human beings - learn to be independent - subjects like motor mechanic, home economics technical drawing can encourage children to be independent - enable ... children to have skills - skills will make the children independent - enable children to acquire skills - morals going down the drain - no longer have respect - morals should be attended - etiquette should become a tradition 	<ul style="list-style-type: none"> - lead peaceful life - taught religious education - through Bible our children will be moralised - know that rape is against good way of life - stealing is a sin - teach manners - no longer have good manners - no longer show respect - should be taught good manners - teachers do not set a good example - code of conduct for teachers and students - educate about danger of aids 	<ul style="list-style-type: none"> - not have enough technical schools - needlework, woodwork and gardening are important - woodwork enable to make chairs and sell - needlework enable to sew clothes and sell - learn to be independent - technological subjects are job related - prepare children to life - become big businessmen - management and leadership skills be taught - sex education be introduced - no longer trust one another - no longer have morals 	<ul style="list-style-type: none"> - practical subjects are ignored - introduce practical subjects - practical subjects will provide skills - children will be employable - practical subjects will reduce unemployment - subjects taught to be job related - school and church to work together - morality can be addressed - society has no morals - children no longer respect

Interview 1	Interview 2	Interview 3	Interview 4
<ul style="list-style-type: none"> - environment education can help children ... appreciate beauty and nature - not show appreciation, buildings being vandalised - environment education will make pupils aware of their surroundings - art will encourage children to appreciate beauty and nature - taught about sex in schools - sex education should be introduced - sexism discouraged - boys do needlework and girls woodwork 	<ul style="list-style-type: none"> - guidance ... be taken seriously - practical subjects give children basic skills - not employed because do not have basic skills - attention given to practical subjects - teach about other cultures and own culture - other cultures ... start to respect those languages - negative attitude will come to an end - career guidance should be taught - prepared for business life - commercial subjects will assist 	<ul style="list-style-type: none"> - there is no respect - schools should moralise children - Bible teaching should take place - teachers not good role models - strict discipline to be considered - parents and schools maintain discipline - teach culture, tradition and roots - culture be maintained - taught to appreciate - no longer have a sense of appreciations - art and music can help pupils appreciate beauty and nature - learn to respect property and people 	<ul style="list-style-type: none"> - elderly people no longer respect - morals are low - children abused sexually - teach religious education - invite ministers of religion - culture can be maintained - culture will enable pupils to know where they are getting to - values like respect and sympathy can develop - realise wrong and right - should learn about their culture - learn about other cultures - learn own and foreign languages

Interview 1	Interview 2	Interview 3	Interview 4
		<ul style="list-style-type: none"> - career education play important role - sex education be introduced 	<ul style="list-style-type: none"> - teach about sex - difficult to discuss sex freely - technological subjects are essential - technical subjects will create chances of being employed



problems. Parents also pointed out that teachers were not good role models to their children, because they went to an extent of *abusing alcohol* and falling in love with their pupils.

The respondents felt that *strict discipline* was to be considered. Parents were to work together with the school in order to maintain *discipline*. The parents pointed out that a code of conduct that would affect both teachers and pupils was to be established in secondary schools. Ministers of religion were to be invited to schools on regular basis in order to preach and moralise the pupils. Parents felt that through moral education social problems facing the South Africans today, would come to an end.

The findings arrived at with regard to moral education are verified by Nkotoe (1996:92). In her findings she made mention of a hidden curriculum. This hidden curriculum consists of unstated norms, values and beliefs about social relations of school and classroom life that are transmitted to pupils. Examples include good industrial workmanship, respect for authority, punctuality, cleanliness, docility and conformity. She further pointed out that a hidden curriculum should emphasize moral values such as respect for people, democracy and a work ethic. These findings indicate that under such conditions, educational institutions can become instruments for a new nation which is founded on a more moral way of life and on social justice.

3.7.2 Skills training

According to Allen (1991:1138) skill means *expertise*, therefore, skill training means training people to become experts in certain fields.

3.7.2.1 Subcategories

(a) Practical subjects

The respondents emphasised that practical subjects were to be considered and included in the secondary school curriculum. This was verified by the following statements:

- "Skills acquired will make the child *independent*".

- "... practical subjects will give our children basic skills, ... are not employed because they do not have *basic skills*".

These statements prove that parents would like to see their children being provided with *job related* education in the secondary schools. Emphasis on practical subjects indicated that parents felt that education that only deals with *intellectual* skills was inadequate to meet the needs of the society hence they pointed out that pupil's *interests* and *abilities* were to be considered. Parents felt that alternative subjects would be helpful to pupils who could not cope with subjects like maths and science. Practical subjects were seen as a means through which slow learner's frustrations would be addressed and as a means through which the high drop out rate would be reduced. Through practical subjects pupils would get *job satisfaction* and would be *proud* of their completed articles. The findings reveal that parents want education that will lead towards the *development* of *independence* and *responsibility*. The findings revealed that parents were concerned about the majority of young adults who would not be able to reach matric, but terminate their formal schooling. They felt that the youth were to be equipped with *relevant skills* that would enable them to *survive* after termination of formal education. The ability to *do things by hand* whether to make clothes, make chairs and tables was considered necessary to help the youth to cope with some of the demands in life.

(b) Management and leadership skills

Parents pointed out that management skills and leadership skills were to be considered in secondary schools. This was revealed by the following statement:

"Management skills should be taught in secondary schools together with leadership skills".

Parents wanted their children to be prepared to undertake various jobs at secondary level of their education. They wanted *job security to be provided* to their children hence they wanted management and leadership skills to be provided to the youth. These skills would be

helpful to pupils who do not proceed to tertiary institutions after terminating or going through their secondary school education.

(c) Entrepreneurial skills

Parents indicated that entrepreneurship skills were to be included in the secondary school curriculum. This was revealed by the following statement:

"Children should be prepared for business life, they should know how to start their businesses".

The findings revealed that parents wanted their children to be equipped with skills related to business at secondary school level. This would enable them to take up *full responsibility and commitment* in the economic activities of this country. The findings indicated that pupils who would not be able to complete their secondary school education were to be helped to become useful in the society.

The findings with regard to skill training are verified by Rice (1991:335–336). Rice refers to skill training as life–skills. In her findings she divided her lifeskills into seven categories namely, survival skills, basic skills, learning skills, skills of personal management, skills of listening and oral communication and skills of group effectiveness. She indicated that lifeskills are appropriate and relevant for survival, for self–actualisation and for self reliance.

3.7.3 Multicultural education

According to Banks and Lynch (1986:201), a multicultural education includes ethnic studies, *multi–ethnic education* and *anti–racist education*. It encompasses *educational reform* designed to change the school environment. Trümpelman (1993:129) further points out that a multicultural education aims at promoting abilities such as participatory, *anti–racism*, *anti–sexism* and *parity of power*.

The respondents emphasised that a multicultural education was to be included in the secondary school curriculum. This was revealed by the following

statements:

- "... teaching pupils about their culture tradition and also their roots."
- "... teach our children about other cultures not forgetting their own."

A multicultural education was seen as a means through which the youth could learn to *respect* and *tolerate* one another. The findings reveal that parents were aware of the fact that a single multicultural education suggests a future trend of *tolerance towards others* which necessitates *social responsibilities, mutual respect* and the *need to see each other's perspective*.

The findings arrived at by the researcher are verified by Nkotoe (1990:86). In her findings she pointed out that the feeling of "humanity" (Botho) should be commonly developed throughout the school years of pupils so that they can share the same intimate characteristics of living. Sometimes cultural differences do become eminent due to physical characteristics of individuals, the distinct language inadequacy and observed behavior. It is important for schools to strive towards a common culture which will bring different cultural and racial groups together.

3.7.4 Human development education

According to the Cassell Concise English Dictionary (1994:355), development refers to *growth, advancement, maturity* or *completion*.

Parents strongly pointed out that although intellectual development was necessary, other aspects of human development had to be considered.

3.7.4.1 Subcategories

(a) Sex education

The respondents felt strong about the introduction of *sex education* in the secondary schools. This was reflected in the following statements:

- "... educate our children about the danger of aids ... they should avoid sex completely".
- "... girls become pregnant at an early age".

– " ... our children should be taught about sex".

These quotations indicate that parents would like to see sex education being included in the secondary school curriculum. The findings revealed that parents were concerned about the high rate of *pregnancy* which resulted in the *high rate of dropouts*, which was also considered as a problem to the society. The parents felt that through sex education their children would be made aware of certain factors which they as parents found it difficult to discuss with them. The respondents pointed out that through sex education children would be made aware of the danger of *sexually transmitted diseases*, such as aids.

(b) Aesthetic education

The respondents felt that the humanities such as music, art and environment studies were to be accommodated in the secondary school curriculum. Art, music and environmental studies were seen as subjects which would educate pupils to *appreciate beauty and nature*. Parents felt that through the above stated subjects pupils would learn to *respect property and vandalism* would therefore, come to an end.

The findings revealed that although parents were aware of the fact that the main task of the school was to develop the intellect other aspects of the human development also had to be taken into account.

The researcher's findings are verified by Matsebatlela (1986:27) who stated that there are subjects which cannot be classified into any stream. He further indicated that such subjects are non examinable extras such as, physical training, librarianship and music. These subjects are offered to satisfy other areas of human development. They can be regarded as useful, but not necessary for one to obtain a matric certificate.

3.7.5 Technical education

According to Allen (1991:1252) technical education is an education that is concerned with *mechanical arts and applied sciences*.

The respondents strongly felt that technical education had to be accommodated in the secondary school curriculum. This was expressed through the following statements:

- "... technical subjects are important because they are job related"
- "... child who did technical subjects will have chances of being employed".

These statements indicate that parents were aware of the fast rate at which technology was growing hence they wanted technical education to be given attention. They wanted education to be *relevant to the present technological demands*. Technical education was seen as a way through which *unemployment* could be reduced.

The findings arrived at are verified by Rice (1991:329). Rice pointed out that a chronic lack of lifeskills relevant to adulthood in the context of a present and future South Africa has been found to exist. A severe criticism has been leveled at the neglect of the school to provide the youth with basic lifeskills for survival, practical career orientated lifeskills and professional lifeskills. There is a need for our education system to equip the youth with relevant lifeskills for adulthood, so that they can assume self responsibility and so that the massive unemployment in our country can be decreased.

3.7.6

Career education

Career education is an education that is aimed at enabling pupils to make the best of their *learning experiences in or out of school*, to *choose their future work areas appropriately* and to be aware of the wide range of implications of such choices for their lives (Matsebatlela, 1986:48).

The respondents felt that career education was to be given its rightful place in the secondary school curriculum. This was revealed by the following statement:

- "... can have more children joining the field of nursing. Career education should play an important role in the secondary school"
- "... our children are leaders of tomorrow. ... career guidance should be taught".

The findings suggest that the value of career education is based on the fact that it will *enable pupils to make the best of their learning experiences* in school and it will also enable pupils to choose their *future work areas properly*.

The researcher's findings are verified by Matsebatlela (1986:67) who pointed out that in the early stages of career decision, young people make fantasy choices without reference to reality. It is imperative that schools exert a little effort to direct pupil's future intentions. Pupil's ideas about their future work or education is derived from their experience outside the school. It can therefore be argued that if school education is to help pupils in the formation of their future intentions, it should become part of the pupil's world and his personal experience. He further states that pupils should understand the objectives and career relevance of the subjects they are taking at school.

3.8

CONCLUSION

In this chapter data derived from interviews was analysed. The categories identified were explained and discussed. The findings pertaining to the research were also outlined during the discussion of categories. There is a link between chapter 3 (empirical data) and chapter 4 (literature data). This link will be reflected in chapter 5 where information from chapter 3 and 4 will be integrated in order to come up with recommendations.

CHAPTER 4

CURRICULUM DESIGN

4.1 THE AIM OF THE CHAPTER

The aim of this chapter is to review literature on curriculum design in order to provide theoretical guidelines on how to design a curriculum. These theoretical guidelines will be combined with the empirical data in chapter 3 in order to come up with recommendations in chapter 5.

4.2 CLARIFICATION OF CONCEPTS

4.2.1 Curriculum

The concept curriculum is defined differently by different curriculum scholars. These definitions are many and as a result the risk of leaving out important aspects is very high. To avoid this, the concept curriculum will be discussed in terms of groups namely, the subject centred, learned centred and the society centred curriculum.

4.2.1.1 The subject centred curriculum

Ornstein and Hunkins (1993:242) point out that in a subject centred curriculum the assumption is that subjects are best outlined in the textbook. The teacher assumes an active role and discussion proceeds from simple to complex. Logic is also emphasised.

Examples of definitions that are related to a subject centred are as follows:

Jansen (1985:2) quoted Steyn as indicating that a curriculum is the whole of knowledge which must be mastered by pupils on the road to achieving predetermined objectives.

Longstreet and Shane (1993:50) quoted Popham and Baker as pointing out that a curriculum is all the planned learning outcomes for which the school is

responsible. Curriculum refers to the desired consequences of instruction.

Longstreet and Shane (1993:49) quoted Phenix as stating that a curriculum should consist of knowledge which comes from disciplines while education should be conceived as guided recapitulation of the process of inquiry which gave rise to the fruitful bodies of organised knowledge comprising of the established disciplines.

Having explained what the subject centred curriculum is all about, the advantages and disadvantages will be outlined.

(a) The advantages

The following advantages have been identified. The subject centred approach can form a logical basis on which to organise and interpret information. Teachers can be trained to become subject specialists (Hoppe, 1990:20). Through a subject centred design students are introduced to essential knowledge. It is also easy to deliver the subject matter because textbooks and support materials are commercially available (Ornstein & Hunkins, 1993:243).

(b) The disadvantages

According to Ornstein and Hunkins (1993:243) the following disadvantages have been outlined:

Emphasis on the subject matter fails to promote the social, psychological and physical development of the child. Student's needs, interests and experiences are ignored. Hoppe (1990:20) further points out that the learner's cognitive powers and his ability to recall are over-emphasised. The teacher dominates the lesson, students make little active contributions. Content matter may not always be relevant and the curriculum is also fragmented. A subject centred design is therefore not relevant for this study because the society and the learner are ignored.

4.2.1.2 The learner centred curriculum

Hoppe (1990:21) quotes Hirst and Peters as stating that through this design, relevant activities are geared to the needs of the learner. The learner plays an active role. This type of a design denies that learning is always the result of teaching and that methods and instruction influence the progress of the child. Effective teaching must be adapted to the learner's stage of development. Learner's interest are built on so that they become the agents of their own learning.

Definitions that are related to a learner centred design are as follows:

Longstreet and Shane (1993:49) quoted Alberry as indicating that all activities that are provided for students by the school constitute a curriculum.

Longstreet and Shane (1993:49) quoted Hilda Taba as pointing out that a curriculum is a plan for learning, therefore, what is known about the learning process and the development of an individual has bearing on the shaping of a curriculum.

The advantages and the disadvantages regarding the learner centred curriculum are outlined as follows.

(a) The advantages

The needs and interests of learners are taken into account. The child is free from teacher domination and the demands of the subject matter. Conformity is also not emphasised. Learning is made to fit the child.

(b) The disadvantages

Little cognitive learning takes place in schools which follow this design. There is no discipline and order. The student centred design is not feasible for mass education.

It is important to realise that the researcher does acknowledge the important role played by the learner but the curriculum should also consider the needs of the society and the subject matter when designing

a curriculum.

4.2.1.3 **The society centred curriculum**

Longstreet and Shane (1993:64–67) looks at a society centred curriculum from three perspectives namely, the status quo, the reformist and the futurist perspective. The three perspectives are outlined as follows:

(a) The status quo perspective

Under this perspective the curriculum is seen as a plan for passing on the knowledge and skills that children will need as adults. Curriculum is based on the most important aspects of society as assessed by designers.

(b) A reformist perspective

According to this perspective students were to become skillful planners of society. Schools were to lead the society towards greater equity and justice. Education is therefore aimed at developing the needs of the society. Education is to prepare people to become aware of the oppression that characterises their lives.

(c) The futurist perspective

From a futurist perspective the purpose of a curriculum is to help the society to be prepared to deal effectively with extraordinary changes and the consequences that experts believe are likely to occur.

An example of a definition related to a society centred curriculum is as follows:

Longstreet and Shane (1993:49) quoted Saylor and Alexander as stating that a curriculum is all learning opportunities provided by the school. It is a plan for providing a set of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population served by a single school centre.

(a) The advantages

The needs of the society are catered for. The students are therefore influenced according to prescriptions of the society.

(b) The disadvantages

The problem with regard to the society centred curriculum is that teachers are not trained to address cultural problems.

From the above discussion one realises that when designing a curriculum one cannot look at the subject matter, the learner and the society in isolation. A balanced approach which considers the learner, society and subject matter is therefore recommended. Krüger's definition (1980:19) is considered to be one that reflects a balance between the learner, subject matter and the society.

4.2.1.4 A balanced approach

According to Krüger (1980:19) curriculum is seen as a selected and ordered teaching content which brings about a programme for teaching wherein a functional cohesion exists between situation analysis, goal setting, planned learning experiences, actualisation of learning opportunities and evaluation.

Krüger's definition is preferred because it does not look at the learner, the subject matter and the society as separate entities. Krüger's definition can be applied at all levels of curriculum design namely, macro, meso and micro level.

Hoppe (1990:26–28) explains and differentiates the three levels of curriculum design as follows:

(a) Macro level (National level)

On this level the cabinet and responsible ministers ensure the provision of education in the Republic of South Africa. Their responsibilities include policy decisions, creation of structures, management, control intuition, provision (financial) and co-ordination.

(b) Meso level (Provincial level)

On this level the education department, directors and teacher's centres co-ordinate with structures on macro-level and implement decisions taken on that level. Bodies such as the Human Science Research Council and various education bureaus engage in research and testing. Curriculum is the responsibility of curriculum and subject committees. Training of education personnel is undertaken at universities, colleges and in-service-training institutions.

The organised teaching profession liaise and negotiates with higher authorities and other interested persons or bodies on all matters of professional concern.

(c) Micro level (School level)

On this level the school psychological services determines the preparedness and acceptance of the child in matters concerning teaching-learning activities and the curriculum. Superintendents evaluate and determine standards, they also liaise with education departments and staff members. Parents associations liaise with the personnel of schools, principals and education departments with regard to provision of financial contributions and organisation.

4.3 CURRICULUM DESIGN PARADIGMS AND APPROACHES

The concept paradigm was defined in chapter 2. According to Ornstein and Hunkins (1993:266) there are two curriculum design paradigms, namely the technical scientific and the non-technical non-scientific. Carl (1995:49-54) refers to the paradigms as approaches. Carl's approaches will be linked to Ornstein and Hunkin's paradigms. The advantages and disadvantages of each paradigm will also be outlined in order to come up with one that is suitable for this study.

4.3.1 The technical scientific paradigm

According to Ornstein and Hunkins (1993:266) this paradigm requires educators to use a rational approach in order to accomplish their task. Through this paradigm it is possible to outline procedures that will facilitate the creation of curricula systematically. The technical scientific paradigm is similar to Carl's academic approach. According to Carl (1995:49–50) the academic approach curriculum development is a systematic process which is directed by academic rationality and theoretical logic. Through this approach the desired outcomes set the scope and also the limitations of what is to be taught and learned.

The advantages and disadvantages concerning the technical scientific paradigm are as follows:

(a) The advantages

According to Ornstein and Hunkins (1993:273) the technical scientific paradigm has logic because steps are being followed. This paradigm is universal and has a high degree of objectivity.

(b) The disadvantages

The aims of education are addressed in a linear fashion. A top down approach is being followed. Too much emphasis is on the output of production. This paradigm relies heavily on the view of experts. According to this approach curriculum should be planned precisely (Ornstein & Hunkins, 1993:273).

This approach will not be adopted for this study because it is subject orientated. The learner and the society are ignored.

4.3.2 The non-technical non-scientific paradigm

In this paradigm, the subjective, personal, aesthetic heuristic and the transactional are emphasised. Emphasis is laid upon the learner especially through the activity orientated approaches to teaching and learning. The belief is that a curriculum is not planned precisely, but it evolves. People who

are most affected by the curriculum have to be involved in its planning. Focus is on the individual's self perception, personal preferences, own assessment of self needs and their attempts at self integration.

The non-technical non-scientific paradigm is related to Carl's pragmatic approach. According to this approach a large collection of concepts and principles derived from other models are used. This indicates that the demands of academic, experiential and technical approach can be utilised to design a curriculum.

The non-technical non-scientific approach will be adopted for this study because one is given an opportunity to select from other models. It is therefore considered to be a balanced approach.

4.4 MODELS OF CURRICULUM DESIGN

Three different models of curriculum design will be discussed in order to be able to choose one that is related to the chosen paradigm and also relevant for this study. The advantages and disadvantages of each model will also be highlighted.

4.4.1 Walter's model

Walter's model is made up of the following steps: Initial evaluation, selection of goals, selection of content, classification and organization and outcome evaluation (Carl, 1995:93).

The following advantages have been identified: Walter's model shows interaction, a close relationship and flexibility between components. Evaluation in this model has a testing and development function (Carl, 1995:93). The disadvantages are that Walter's model does not consider the learning experiences and opportunities. This indicates that emphasis is more on content than on the learner. This model will not be adopted for this study because it does not maintain a balance between the learner, subject matter and the society.

4.4.2 Cawood – Carl Blackenberg model

According to Carl (1995:93) this model is made up of the following principles:

Situation analysis, selection of goals, selection and classification of learning experiences, planning and application of the instructional learning situation and pupil evaluation.

Carl (1995:95–96) has outlined the following advantages concerning this model:

This model can be utilised in all levels of curriculum design, namely the macro, meso and micro. Interaction between components is stressed. The disadvantages are that this model ignores learning opportunities. Selection and ordering of learning content is also not reflected in the principles outlined above. It is important to realise that this model will also not be adopted for this study because a balance between the three components of curriculum design namely, the learner, subject matter and the society is not maintained.

4.4.3 Krüger's model

Krüger's model (1980:19) is made up of six principles which form a cycle. These principles are as follows: Situation analysis, selection of aims goals and objectives, selection and ordering of content, selection of learning experiences and learning opportunities and evaluation. Krüger & Müller (1988:27) have schematically presented the model as follows:

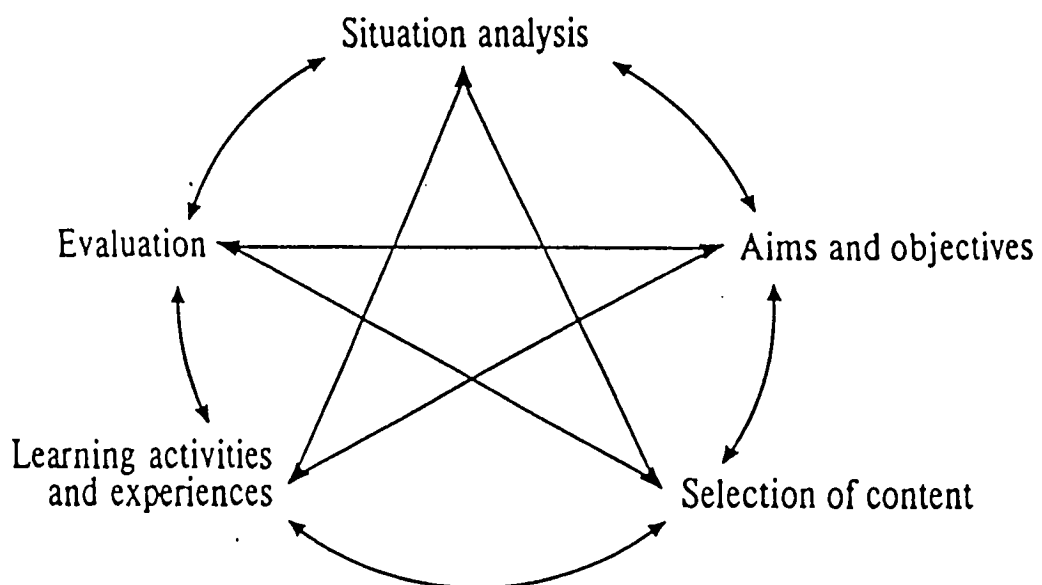


Diagram 4.4.3: The curriculum cycle (adapted from Krüger & Müller, 1988:27)

The cycle represents a series of decision making areas referred to as principles of curriculum design. Arrows indicate that decisions in one area are balanced with requirements in other areas. A functional cohesion has to be established in the six principles. A teaching and learning programme designed according to this cycle fulfills requirements of a curriculum. A curriculum design can start with any of these phases, but has to comply with all of them (Krüger, 1985:97).

From the above explanation it is important to realise that Krüger's model will be adopted for this study. The reasons for this adoption are that Krüger's model is easier and the principles used are understood. Krüger does not emphasise one component at the expense of others because the learner, the subject matter and the society are considered. Through situation analysis the researcher will be able to identify the needs of the society in the Gauteng province. Krüger's model is considered relevant for this study because it shows interrelationship between phases of curriculum design and it can also start with any phase.

4.5 PRINCIPLES OF CURRICULUM DESIGN

Mention has been made that Krüger's model is made up of six principles: The writer does acknowledge all the principles of curriculum design as outlined by Krüger. It is however important to realise that much focus will be on the needs of the society since it is the focus for this study.

4.5.1 Situation analysis

This research is only a limited situation analysis because it looks only at a target group (parents).

Carl (1995:97–98) gives a description of a situation analysis as follows: He points out that a situation analysis takes place on an ongoing basis in order to be able to make ongoing adjustments. A situation analysis can also refer to needs assessment. It is an identification of needs which includes national, regional, school and classroom level. Through a situation analysis, the needs of the community are taken into consideration. The nature of needs may fluctuate from more physical to more psychological.

Krüger (1980:35) further indicates that a situation analysis comprises of the whole terrain of curriculum studies. This analysis must consist of curriculum questions such as what, to whom, why, when and how.

Points to be considered when analysing a situation analyses are as follows:

4.5.1.1 **The needs of the society**

Krüger (1980:41) points out that a curriculum fulfils a direct need in a society. The function of a curriculum is to meet the identified needs. It is important to realise that in a modern westernized technological community, the youth have to undergo an extended youth period known as cultural adolescence. This implies that the curriculum should be modernized in order to make a proper provision for this extended period of study so that basic knowledge and skills can be mastered.

Marsh (1990:80) divides the needs of the society into external and internal determinants.

(a) **The external determinants**

These determinants include expectations and requirements from employers and parents; community assumptions and values including patterns of adult child relationship; the changing nature of subject disciplines; the potential contribution of teacher support systems including teacher centres, colleges and universities; changes and trends in the society which indicate task for schools; and the actual anticipated flow of resources into the school.

(b) **The internal determinants**

These determinants include pupil's aptitudes, abilities, attitudes, values and defined educational needs; teacher's values, attitudes, skills, knowledge, experience, special strengths and weaknesses; material resources including plant, equipment and learning materials; perceived and felt problems and shortcomings in the existing curriculum.

These determinants are relevant for this study because they will guide the researcher to determine the needs of the society.

Wheeler (1983:12–13) alleges that in order to provide an adequate curriculum in a period of social change it is necessary to understand the nature of the society. Since the present is affected by the past, it is necessary to know something of the philosophical bases and historical accidents from which certain features of the existing curriculum derive. Any changes made in an existing curriculum will not be quite new and totally unrelated to what exists and has existed. It will be a development rather than an innovation.

Another important aspect with regard to the needs of the society is that there is a close relationship between a curriculum and culture. Its principal content includes knowledge, skills, values and attitudes that motivate and control conduct that enables members of the society to discriminate between right and wrong and true and false, in all situations. Special education is directed towards the interests of a special class or a group (Wheeler, 1983:14). The internal and the external determinants have been discussed in this chapter because they serve as a guide to the researcher in order to determine what the needs of the society are.

4.5.1.2 Acknowledgement of values

It is important for the learner to reach the values which the society strives for. Krüger (1980:35) indicates that in order to curriculate effectively, the curriculator must ascertain the values to which the society strives for because the aim of every curriculum, whether implicit or explicit, is the acknowledgement of values by the learners.

Krüger (1980:36) further points out that the acknowledgement and acceptance of values does not only mean the transference of adult values to the youth's life so that they can get a deeper meaning in their everyday experiences. Note should be taken of the fact that a situation analysis for this research was limited because it was looked at through the eyes of parents who were the target group for this study.

4.5.1.3 **The needs of the individual**

The curriculum designers should consider the nature of an individual, his growth needs, the consequences of his development, his experiences, interests, motives and aspirations. The individual learner comes to school as a physical, psychological whole. It is therefore important that his physical, intellectual, emotional and social aspects be analytically considered (Wheeler, 1983:16). It should be realised that although the needs of the society was a focus for this research, the learner as a member of the society could not be ignored, it is for that reason that reference was made to the needs of the learner.

4.5.1.4 **Social development**

The society expects education to undergo a process of socialisation. Schools are expected to maintain the social order. School-leavers should therefore be open, flexible and susceptible to essential changes in the society (Krüger, 1980:44).

4.5.1.5 **Cognitive development**

Krüger (1980:45) states that cognitive development is a cultural dynamic matter which is influenced by the adult's unlocking of elements. A given curriculum which a learner has to go through should therefore bring about cognitive development.

4.5.1.6 **The didactic needs**

Krüger (1980:46) states that in a didactic situation mention is made of the double unlocking, where content is unlocked for the learner and the learner unlocks himself to the content. This didactic situation is known as categorical forming. For this double unlocking to be realised (Van der Stoep & Louw, 1984:47) points out that a didactician must know the child thoroughly. He must know how the child learns as well as the influence which the child's prior knowledge will have on creating his personal relationships to the world.

4.5.1.7 **The economic needs**

According to Krüger (1980:46) economic provision should be made for aspects connected to curriculum research, investigation, evaluation and implementation. On micro level aspects to be considered include the number of learners per teacher, the locality, whether sophisticated or primitive and the technological aids.

4.5.1.8 **Future needs**

The child and the youth have the potential of becoming an adult and getting a grip on the future. He wants to be young but he also wants to become mature and responsible. The child should therefore be prepared for the future world of adulthood (Krüger, 1980:48).

The above outlined needs were accommodated in the research conducted. As far as the individual and didactic needs are concerned it was revealed that fast and slow learners were to be considered. Economic needs were revealed in the form of resources lacking in schools. As the respondents were citizens in the Gauteng province, they were concerned with provision of skills which was due to the development of technology. Future needs were also revealed as parents expressed that they wanted their children to be prepared for life after matric.

It is, however, important to realise once more that the situation analysis was limited.

4.5.2 **Aims, goals and objectives**

Marsh (1992:85) has made a distinction between aims, goals and objectives as follows:

(a) Aims

Aims are broadly phrased and are also long term. They apply to systems rather than individual schools.

(b) Goals

They are precise statements of curriculum intent. They are medium to long term and they are also directed to student achievement.

(c) Objectives

They are specific statements and they are short term. They are expressed in terms of learner behaviors. They are often devised by teachers. Carl (1995:103) further indicates that objectives are connected to pupil's final behaviour. They indicate the level of achievement which must be achieved. The accent falls on what pupils must be able to do at the end of the instructional learning activity.

4.5.2.1 Selection of objectives

Krüger (1980:58) states that objectives have their origin in the total human culture, the world in which the learner lives. As the total human culture is too broad, reduction takes place. The criteria for reduction is to consider what is available, and what is teachable.

4.5.2.2 Ordering of objectives

According to Krüger (1980:59) the cognitive domain can be applied to order objectives. The cognitive domain is divided into categories that range from simple to complex and from more concrete to more abstract.

4.5.3 Selection and ordering of learning content

According to Krüger (1980:72) learning content has its origin in the life world. From this totality of the life world the following areas of knowledge are included: pragmatic, theoretical, ethical and transcendental. Wheeler (1983:38) points out that selection of content is a question of deciding what knowledge, concepts, principles, generalisations, theories and procedures in particular subjects shall be used.

4.5.3.1 Selection of content

A suggested criteria for selection of content include significance to an organised field of knowledge, survival, utility, interest to the learner and growth and development of a democratic society (Wheeler, 1988:38).

4.5.3.2 Ordering of content

Marsh (1992:97–99) indicates that there are two methods which can be used to order content namely, horizontal and vertical ordering.

(a) Horizontal ordering

The following ways can be followed when ordering content horizontally.

- 1) Organizing by subjects where important subjects are taught separately.
- 2) Organizing by activity where the starting point for planning is the student's own experiences.
- 3) Organizing by core where organizing is made on the basis of social problems.
- 4) Organizing in broad field where subjects are correlated and focused into broad field of study.
- 5) Organizing around persistent life forms where content is organised into major societal life situations.

(b) Vertical ordering

The following ways can be followed when ordering content in a vertical manner.

- 1) Moving from simple to complex.
- 2) Moving from whole to part.
- 3) Moving from concrete to abstract.

4) Chronological ordering of events.

The principle on the selection and ordering of content has been discussed because they are the theoretical guidelines needed for recommendations in chapter 5.

4.5.4 The learning experiences

According to Geysers (1992:84) learning experiences and learning opportunities do not form part of the syllabus but can be taken to serve as didactic guidelines in the syllabus. Krüger (1990:80) points out that content which is included in the curriculum should be actualised by the learner as learning experiences in the didactic situation. This didactic pedagogical moment forms the becoming of the learner. Learning experiences have been discussed because they will serve as theoretical guidelines upon which recommendations in chapter 5 will be based.

4.5.5 The learning opportunities

Learning opportunities, like learning experiences do not form part of the syllabus but can be taken to serve as didactic guidelines in the syllabus (Geysers, 1992:84). Every learning opportunity is an encounter opportunity and it is only possible from the fact that the adult and the child exist and should meet one another. The learning opportunity forms the practical work of the teacher. Learning opportunities represent those phases in the curriculum where the teacher should curricula everything which has to become a reality (Krüger, 1980:80–81). Learning opportunities have been discussed because they are the theoretical guidelines needed for provision of recommendations in chapter 5.

4.5.6 Evaluation

Geysers (1992:92) points out that the concept evaluation refers to evaluation of the learner through testing, examination and allocation of marks. Evaluation can also refer to the evaluation of a curriculum itself.

4.5.6.1 Functions of evaluation

Krüger (1980:99) points out that evaluation performs the following functions:

- (a) It determines the state of affairs. Effective evaluation has to give an indication of the teaching situation which includes the situation of the learner and the progress made through a curriculum.
- (b) It determines the effect of teaching and learning. Without evaluation it is not possible to determine if teaching and learning were successful. Success can only be measured through evaluation.
- (c) Evaluation makes grading possible. Evaluation can serve as a basis for differentiation. Evaluation can help to determine if a particular standard has been reached or not.
- (d) Evaluation serves as a basis for promotion.
- (e) Evaluation gives an indication of the appropriateness of a curriculum. Good evaluation results gives an indication of the success of a curriculum with regard to the determined group of learners.

4.5.6.2 Types of evaluation

There are two forms of evaluation, namely the formative and summative.

(a) Formative evaluation

Carl (1995:121) points out that a formative evaluation is an ongoing evaluation which may take place in the course of the instructional learning process and after. Ellis, Mackey and Glenn (1992:296–297) further indicate that formative evaluation would be appropriate during the time the curriculum was being developed.

(b) Summative evaluation

According to Ellis, Mackey and Glenn (1992:297) a summative evaluation is designed to determine the value or worth of a set of

instructional activities. It takes place at the end of the learning process. A summative evaluation may be used to evaluate a completed curriculum.

The two forms of evaluation have been discussed in this chapter because they are the theoretical guidelines needed for recommendations in chapter 5.

4.5.7 Conclusion

In this chapter theoretical guidelines for designing a curriculum have been outlined. These guidelines will enable the researcher to come up with recommendations in chapter 5, where empirical and literature data will be combined.

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CHAPTER 5

GUIDELINES, RECOMMENDATIONS AND CONCLUSIONS

5.1 THE AIM OF THE CHAPTER

The aim of this chapter is to combine the empirical data in chapter 3 with the theoretical data in chapter 4. The recommendations will be offered as guidelines. These guidelines will refer to the accepted principles of curriculum design. The recommendations will be accommodated in a curriculum design at macro and meso level because the guidelines are directed at a broad curriculum across subjects. Limitations and strengths for this research will also be outlined.

5.2 GUIDELINES AND RECOMMENDATIONS

The guidelines and recommendations for this study will be integrated in the discussion as follows:

5.2.1 Situation analysis

The researcher has undertaken a limited situation analysis by examining the needs of the society through a target group (parents). The situation analysis as a principle of curriculum design was extensively dealt with in chapter 4. Since situation analysis was the researcher's focus, it should be realised that much consideration will now be given to the other principles of curriculum design.

5.2.2 Setting of aims and goals

Aims, goals and objectives represent a focal point of every curriculum design. They are interrelated and they are defined in relation to the situation analysis. As far as this research is concerned, it should be realised that only aims and goals will be considered. The reason why objectives will not be considered is that they are short term. The aims and goals will be considered because they are long term and will therefore be suitable for a secondary school curriculum

which stretches over a period of five years.

5.2.2.1 Moral education

The aims and goals for *moral education* should be included in the secondary school curriculum. (See 3.7.1.)

(a) Aims

The aim for this curriculum is to develop a sense of *morality* in the learner, that will be reflected in a *morally* acceptable way of life.

(b) Goals

The goals for this curriculum are as follows:

- To teach pupils to distinguish between *right and wrong* in real life situations.
- To develop values that would *enable pupils to judge* what is *worthwhile* and *good*.
- To teach pupils *discipline* and *respect* and also to display good *manners* towards their fellow human beings.
- To teach pupils not to get involved in activities like *rape, stealing, drug and alcohol abuse* because they are *immoral*.
- To teach pupils how to identify acts of *immorality* and where help could be sought.
- To enlighten pupils with regard to the different kinds of support systems that are available.

5.2.2.2 Skills training

The aims and goals for *skill training* should be included in the secondary school curriculum. (See 3.7.2.)

(a) Aims

The aim for this curriculum is to develop *vocational, leadership management and entrepreneurship skills*.

(b) Goals

The goals for this curriculum are as follows:

- To teach skills that will enable pupils to be financially *independent*.
- To teach skills that would help pupils to be *employable*.
- To teach different kinds of *skills needed by the employers*.
- To teach pupils cognitive skills through a balance between *theory and practice*.
- To give pupils an opportunity to choose *vocational skills*.
- To teach pupils to be *responsible* in their jobs and private lives.
- To help pupils to develop a sense of *pride* and attain *job satisfaction* in what they have done.
- To develop the *ability to do things with their hands* so that they can learn to *survive* in and outside the school situation.

5.2.2.3 Multicultural education

The aims and goals for a *multicultural education* should be included in the secondary school curriculum. (See 3.7.3.)

(a) Aims

The aim for this curriculum is to develop *ethnic, multi-ethnic, anti-racist, anti-sexism and parity of power* education so that educational reform can be realised.

(b) Goals:

The goals for this curriculum are as follows:

- To teach pupils to be positive towards a *multi-ethnic* or multicultural education.
- To teach pupils not to be *anti-racist*, *anti-sexist* and view parity of power positively.
- To develop a sense of *respect* among pupils so that *mutual respect* and *social responsibilities* can develop.

5.2.2.4 Human development education (see 3.7.4)

The aims and goals for *human development education* should be included in the secondary school curriculum.

(a) Aim

The aim for this curriculum is to develop a sense of *growth* and *maturity* amongst pupils in such a way that it is reflected in their everyday life.

(b) Goals

The goals for this curriculum are as follows:

- To teach pupils about the negative aspects of having *sexual contact* during the early years of their lives.
- To make pupils aware of problems associated with *sexual contact* during the early years of their lives such as *unwanted pregnancies*, *dropping out of school*, and *sexually transmitted diseases*.
- To teach pupils to be able to *appreciate beauty and nature*.
- To teach pupils to *respect property* and *stop vandalism*.

5.2.2.5 Technical education

The aims and goals for *technical education* should be included in the curriculum. (See 3.7.5.)

(a) Aim

The aim for this curriculum is to develop *mechanical arts and applied science* that will make education to be relevant to the present *technological* demands and enable pupils to meet those demands.

- To provide pupils with skills that will enable them to be *employable*.

5.2.2.6 Career education

The aims and goals for *career education* should be included in the secondary school curriculum. (See 3.7.6.)

(a) Aims

The aim for this curriculum is to enable pupils to *make the best of their learning experiences* in and out of the school and also to enable them to *choose their future work areas* appropriately.

(b) Goals

The goals for this curriculum are as follows:

- To enable pupils to *make the best of their learning experience*.
- To enable pupils to *choose their future work areas* properly.

5.2.3 Selection and ordering of content

As far as content is concerned it should be realised that the researcher will only concentrate on the selection of content. Sequencing will not be considered because the researcher did not conduct a research on it. The researcher's knowledge is therefore limited with regard to sequencing. Another reason why sequencing will not be considered is that it is concerned with the order in which content is taught (micro level). This research is therefore not concerned with providing guidelines for micro level but for macro and meso level. A list of content in as far as each category is concerned will be given.

5.2.3.1 Moral education

Under *moral education* the following content should be included: (see 3.7.1)

- Select a number of everyday events in a teenage life that would require him or her to distinguish between *right* and *wrong* for an example, "you get into a cafeteria should you or should you not grab a candy and put it in your pocket without paying for it?"
- To teach the value of certain things in life for an example, *human life*.
- Teach pupils the meaning and value of *discipline* in and outside the school situation. Give them examples of everyday events where *discipline* is involved such as *doing the right* thing even if you don't enjoy doing it. Give reasons why *discipline* is necessary.
- Teach the meaning of *respect* and *good manners* by giving examples such as personal hygiene, grabbing and shouting at others.
- Teach pupils the meaning of *rape*, *alcohol abuse*, *drug abuse* and *theft*. Teach pupils why *criminal activities* are not acceptable.
- Teach pupils about the negative implications of being involved in *criminal* activities and how they can avoid being involved, for an example, not getting into a stranger's car.
- Teach them about the different kinds of support systems that are available such as, "the child protection unit".

5.2.3.2 Skills training

The following aspects should be considered when selecting content with regard to *skills training*. (See 3.7.2.)

- Pupils *abilities* and *interest* should be considered when selecting *practical skills*.

- Teach pupils about the value of *practical skills*. Give reasons why *practical skills* are important, for an example, helping them to survive.
- Teach them to be *proud* of their finished pieces of work by looking well after them.
- Teach them to be *independent* and *responsible* by encouraging them to be inventive.
- Teach pupils the meaning of *independence*, why it is important, and how it can be attained. Give them examples of being *independent* in as far as *practical skills* are concerned, for an example, starting a project on your own without being told to do so.
- Teach pupils about different *management* and *leadership skills*.
- Teach pupils about *business concepts* such as profit and loss. Show them the value of these concepts in business.

5.2.3.3

Multicultural education

The selection of content for a *multicultural education* should be as follows: (see 3.7.3)

- Select events in everyday life where pupils will be required to show some form of *respect towards people* from other racial groups. Give examples such as "An old man gets into a bus in which there are no vacant seats. Is it appropriate to offer a seat to the old man only if his skin colour is the same as yours?".
- Teach pupils about the negative aspects of being *anti-racist* and *anti-sexist*. Teach pupils about the meaning and implications of *anti-racism* and *anti-sexism*.
- Teach pupils about the value and meaning of *respect* and *tolerance* towards other racial groups.

- Teach pupils about the value of *humanity* (Botho). Give reasons for the importance of *humanity* and give examples of *humanity* such as helping those who are poor irrespective of colour, race, class and gender.
- Teach pupils about the cultural aspects of life.
- Teach pupils about the value of *social responsibilities*. Give examples of *social responsibility* such as, "Is it the responsibility of every citizen of this country to pay for services?".
- Teach pupils to learn to *see each other's perspective* in their everyday life irrespective of *colour, race, class* and *sex*. Teach them to learn to focus on the problem and not on an individual.

5.2.3.4 Human development education

The selection of content for a human *development education* should be as follows: (see 3.7.4)

- Select situations in everyday life situations where pupil's *growth* and *development* is negatively affected. Give examples such as *unwanted pregnancies* being an *aids sufferer* or suffering from any *sexually transmitted* disease. Teach them why it is important to avoid being *sexually involved* with the opposite sex during their early years of life. Show them the negative implications thereof, for an example, *dropping out* of school.
- Teach pupils to learn to *appreciate beauty* and *nature*. Show them the value of *appreciation*. Teach them that *plants*, just like *human beings*, need to be looked well after.
- Teach the value of living in clean and well looked after surroundings.

5.2.3.5 Technical education

The content selection for *technical* education should be as follows: (see 3.7.5)

- To teach pupils the meaning and the value of *technical skills* such as being *employable*.
- To teach pupils about the influence which *technology* will have in their lives as young adults.

5.2.3.6 Career education

The selection of content for *career education* should be as follows: (see 3.7.6)

- To teach pupils about the *different careers* available.
- To teach the pupils to choose their *future careers properly* and the implications thereof.

5.2.4 The learning experiences, learning opportunities and evaluation

The learning experiences, learning opportunities and evaluation will be integrated because they are concerned with teaching. The learning experiences and learning opportunities are aimed at didactical foundations in the teaching situation. They do not form part of the syllabus but can be taken as didactic guidelines in the syllabus. Evaluation as the final principle of curriculum design is concerned with the "know how". It should be realised that certain categories will be combined and integrated in the discussion.

5.2.4.1 Moral education, multicultural education and human development education

Much emphasis should be on *cognitive, affective* and *personal development* and less emphasis on rote learning. Evaluation should be on observation. A continuous evaluation is important.

5.2.4.2 Skill training and technical education

Much emphasis should be on *practical* application and less emphasis on *theory*. Evaluation should be in the form of *theory* and *practice*. Evaluation should be on continuous basis.

5.2.4.3 Career education

Emphasis should be on cognitive and personal development of the learner. Evaluation should be in the form of observation and discussion where the sharing of ideas will be realised.

5.3 LIMITATIONS AND STRENGTHS OF THIS RESEARCH

The researcher acknowledges the fact that only four interviews were conducted. This limitation was unavoidable because the researcher was only allowed to use a limited number of pages, as this was a mini dissertation. The situation analysis for this study was limited because of time and money. Another limitation is that the needs of the society were identified through the eyes of a target group (parents). It is however important to realise that although the researcher interviewed parents only, this study was part of a group project in which six other researchers had to identify the needs of the society from the perspective of teachers, pupils, subject advisers, community leaders, religious leaders and employers.

The researchers contribution lies in the fact that the existing needs of the society in as far as the secondary school curriculum is concerned were identified. The needs were interpreted in terms of guidelines.

The researcher did identify the needs of the society but note should be taken of the fact that the curriculum was not looked at in terms of an "outcome based curriculum", which is considered important in South Africa today.

This implies that a set of further guidelines should be developed in terms of an "outcome based curriculum". A research needs to be undertaken in terms of child psychology and learning theories in order to come up with guidelines for the organisation of content.

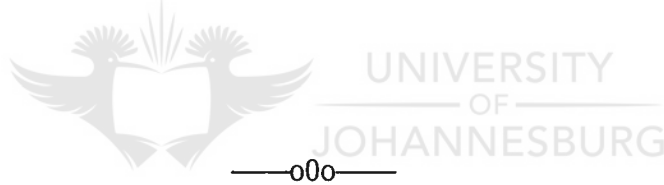
5.4 CONCLUSION

This study deals with the needs of the society, looked at through the eyes of parents who have children in Gauteng secondary schools. The context of this study was set in chapter one where the researcher had to identify the needs

and determine how the identified needs were to be addressed.

The identified needs reveal that parents as members of the society have an important role to play in the curriculum design. This is due to the fact that the researcher was able to gather valuable information which could be helpful to curriculum designers. The identified needs show that parents are in need of a curriculum that recognises the common destiny and diversity of all South Africans. The needs identified show that there is a need for a curriculum that is not based on race, gender, class and ethnicity. The identified needs reveal that there is a need for a curriculum that will enable the South African youth to meet the economic challenges facing the country. A curriculum that will enable the youth to meet their personal and social needs is needed.

The main concern of this study was to come up with guidelines and recommendations with regard to how a secondary school curriculum should be designed. It is important to realise that if the guidelines provided are followed, it is possible to design a better curriculum for a South Africa that is presently going through a period of transition.



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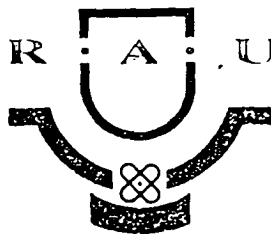
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RAND AFRIKAANS UNIVERSITY
P.O. Box 524
Auckland Park
Johannesburg
Republic of South Africa
2006



RAND AFRIKAANS UNIVERSITY
Telegraphic address Rauniv
Telex 424526 SA
Telephone (011) 489-2911
+ 27-11-489-2911
Fax (011) 489-2191
+ 27-11-489-2191

DEPARTMENT OF CURRICULUM STUDIES
Telephone: (011) 489-2704

23 February 1996

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Mrs RN Maja is a registered M.Ed. student at the RAU, doing a research in curriculum studies.

It would be appreciated if she can be allowed to interview parents of children in your school.

Yours faithfully



UNIVERSITY
OF
JOHANNESBURG

DR HC GEYSER
SUPERVISOR

Seepakitso Secondary School
P O Box 6283
KAGISO 2
1744

Tel (011) 410-6386

TO WHOM IT MAY CONCERN

Dear Sir/Madam

I am a teacher at the above written address and also an M.E.d Student at Rand Afrikaans University. I am doing a research in curriculum studies. I would like to interview parents who have children in the Secondary School Education.

Parents willing to take part are therefore requested to fill in the slip below and return it to the school. The date for interviews will be confirmed with the principal. Your co-operation in this matter will be highly appreciated.

Yours faithfully

MRS R N MAJA

.....
I _____ am prepared to take part in your interviews.

.....
SIGNATURE

INTERVIEW 3

- Interviewer : Good morning ladies and gentlemen. I would like to thank you for responding positively to my invitation. I really appreciate your willingness to participate in this interview. Please feel free to talk because you are going to remain anonymous. Everything that is going to take place in this discussion will be confidential. So, I am still making an appeal to you that be free.
The question that I am going to ask is written on the pieces of papers in front of you which is as parents what do you think are the needs of the society which should be addressed in a secondary school education.
As parents you might have realised that there are problems or things lacking in the society so. I would like to get your opinions as to how the secondary school education should address those problems or those needs.
- Respondent : *Mkg! Mkg! ... excuse me. Eh in my opinion I feel that our society has so many problems such as political problems, economic problems, educational problems and so may others.*
- Interviewer : Can you please elaborate on educational problems?
- Respondent I : *We do not have enough technical school, we do not have enough libraries, you know so many things.*
- Interviewer : Can you please elaborate?
- Respondent I : *Well eh concerning technical schools are very few. The secondary schools available are concerned with academic subjects and practical subjects are looked down upon subjects such as needlework, woodwork and gardening. In my opinion these subjects are important because they can help a child to learn to survive.*
- Interviewer : How will the child learn to survive?

- Respondent 1** : *Mm ..., the child will learn to survive because he or she will for an example if he did woodwork be able to make profit. He will be able to grow crops and sell if he did agriculture. Through needlework the child can learn to sew clothes for himself and will learn to be in a way independent.*
- Interviewer** : *Is there anybody to add?*
- Respondent 2** : *Mkg... well I also feel that technological subject are important.*
- Interviewer** : *Can you please elaborate?*
- Respondent 2** : *E... h technical subjects are important because they are eh... job related. They can help to prepare the child for life after standard ten. I am particularly referring to students whose parents cannot afford to send them to universities or colleges.*
- Respondent 1** : *We want our children to become big businessmen. They should be able to take up responsibilities and play an important role in eh ... , building the economy of this country.*
- Interviewer** : *How do you think the school can help? How can eh..., the secondary school education help to address that problem?*
- Respondent 1** : *(Cough) excuse me. M... management skills should be taught in secondary schools together with leadership skills.*
- Interviewer** : *Is there anybody who would like to elaborate?*
- Respondent 3** : *I feel that sex education should be introduced in high schools.*
- Interviewer** : *Can you please elaborate?*

- Respondent 3** : *Eh people are suffering from aids, our young boys and girls become parents at an early age. Usually girls are victims because they have to leave school. So sexual education will help because our children will realize the danger of having sex at an early age, and we won't have more and more children dropping out of school.*
- Interviewer** : *Would you like to elaborate on this aspect, sex education.*
- Respondent 4** : *I am worried about crime. Everyday we hear and read about it.*
- Interviewer** : *Can you please continue?*
- Respondent 4** : *Crime is so high that we no longer feel safe, we no longer trust one another and I think this is due to the fact that people no longer have morals, there is no respect, there is no respect.*
- Interviewer** : *How or what would you like to see being done in order to address that problem?*
- Respondent 4** : *Secondary schools should moralise our children. Children should be taught about values and bible teaching should take place in schools.*
- Respondent 1** : *You know I am worried about what is going on in schools. It seems schools themselves lack morals hence we have a sick society, lawlessness is too much.*
- Interviewer** : *E.....h can you please explain?*
- Respondent 1** : *My greatest concern is that teachers in the secondary schools are not good role models. They eh.... drink liquor together with our children and some of them are in love with the pupils they teach.*
- Interviewer** : *What do you think the school should do in order to address that problem.*

- Respondent 1 : Strict discipline should be considered and the parents and the schools should work together in order to maintain discipline in schools.*
- Respondent 2 : Eh..... as a parent I have realised that our schools are more concerned with the subjects referred to as the natural sciences. I feel that subjects such as history should also be given attention.*
- Interviewer : Can you please go on. Explain further please?*
- Respondent 2 : Mkg! Mkg! Eh... a subject like history can play an important role in teaching pupils about eh.... their culture, tradition and also their eh....roots. The past is very important it cannot be ignored.*
- Interviewer : So, in your opinion what would you like to see being done?*
- Respondent : Basically I feel that we need cultures to be maintained and History as a subject can also help to maintain cultures.*
- Respondent 1 : I feel that our children should no longer have a sense of appreciation. Our society is sick, people no longer have a sense of appreciation.*
- Interviewer : Can you please elaborate?*
- Respondent 1 : Eh....for a person to be able to appreciate he or she must be in a position to respect properly people and eh..... basically everything.*
- Interviewer : So, how can that be addressed?*
- Respondent 1 : Well eh.... you know, subjects like Art and Music can help our children to appreciate beauty nature etc. They will in turn learn to have respect for property and people as well. As parents we would like our children to be educated. I would like to see them being at universities studying to become doctors and lawyers of tomorrow.*

- Interviewer : And eh.... what would you like to see being done by the secondary school education in order to address those needs.
- Respondent 3 : *Eh....I really don't know but eh.... I think teachers must see to it that our children enjoy being in the school than being outside the school.*
- Interviewer : Is there somebody who would like to add?
- Respondent 1 : *There is too much crime. I think it is high time that the secondary schools help to stop crime from going on.*
- Interviewer : Can you please elaborate?
- Respondent 1 : *Yes, I would like to see policemen being invited to schools to sort of communicate with students. Students should be encouraged to have a positive attitude towards policemen.*
- Respondent 2 : *In my opinion I feel that health services should be improved so that we can have more children joining the field of nursing.*
- Interviewer : Okay, how can that be addressed in a secondary school education?
- Respondent 2 : *Career education should eh.... play an important role in the secondary schools.*
- Interviewer : Is there somebody who would like to say something again?
- Respondent 3 : *Eh... I think the rate of divorce is to high and eh.... secondary schools should sort of guide our children so that they realise that divorce is not good.*
- Interviewer : Can you please elaborate?

Respondent 3 : *Children should be made aware that children born out of marriage are the reason for divorce in most cases. If possible, sex education should be introduced in schools.*

Interviewer : *Is there anybody who would like to add or make a suggestion? Well it seems we have come to the end of this interview. Thank you very much for your participation, that was really kind of you. Good bye.*

Respondent : *Good bye.*

