

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

BY

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Dedicated to Rhulani and Xalati



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(iii)

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OPSOMMING

Suid-Afrika ondergaan 'n tydperk van transformasie op die gebiede van die politiek, ekonomie asook van die onderwys. Die vraag na 'n relevante kurrikulum in die senior sekondêre fase het aanleiding gegee tot die empiriese ondersoek na die leerders in Gauteng se persepsies van die behoeftes van die gemeenskap. Die sentrale tema van hierdie studie is om riglyne op te stel vir die ontwerp van 'n relevante kurrikulum.

Die empiriese studie ressorteer binne die kwalitatiewe navorsingsparadigma. Fokusgroeponderhoude is met standerd 9- en 10-leerlinge aan die Oos-Rand, in Soweto en die Noordelike voorstede gevoer. 'n Literatuurondersoek is ten opsigte van modelle vir kurrikulumontwerp is gedoen.

Data is geanaliseer deur middel van 'n protokol waarin leerlinge onder andere die volgende aspekte uitgelig het:

- Die behoefte aan alkohol-, verdowingsmiddel- en seksopvoeding in sekondêre skole.
- Multikulturele onderwys, 'n multigodsdiensbenadering, die instelling van vakke soos kuns en sport.
- Die behoefte aan indiensopleiding en verbetering van onderwysvaardighede aan die kant van onderwysers.
- Die gebruik van tegnologie en beroepsonderwys.

Aanbevelings in die vorm van riglyne word op die makro-vlak gebaseer. Riglyne is saamgestel uit die geïdentifiseerde leerlingbehoefte.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	(iii)
OPSOMMING	(iv)
CHAPTER ONE: ORIENTATION, PROBLEM FORMULATION AND AIM OF THE STUDY	
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 AIMS OF THE STUDY	2
1.4 RESEARCH METHOD	2
1.4.1 Research design	3
1.5 DEVELOPMENT OF THE RESEARCH	3
1.6 CLARIFICATION OF CONCEPTS	4
1.6.1 Curriculum	4
1.7 LEVELS OF CURRICULUM DESIGN	5
1.7.1 The macro-level	5
1.7.2 The meso-level	5
1.7.3 The micro-level	5
1.8 SUMMARY	5
CHAPTER TWO: QUALITATIVE AND QUANTITATIVE PARA- DIGMS: VALIDITY, RELIABILITY AND DATA ANALYSIS	
2.1 AIM OF THE CHAPTER	6
2.2 RESEARCH PARADIGM	6
2.3 DISTINCTIONS BETWEEN QUALITATIVE AND QUANTITATIVE RESEARCH	7
2.3.1 Advantages of qualitative research	8

	PAGE
CHAPTER THREE: DATA ANALYSIS	
3.1	AIM OF THE CHAPTER 21
3.2	BACKGROUND ON INTERVIEWS 21
3.2.1	Research sample 21
3.2.2	Selection 22
3.2.3	The pilot interview 22
3.3	REPORT ON TAPED INTERVIEWS 25
3.3.1	Protocol 25
3.3.2	Categories 26
3.3.2.1	Multicultural education 26
3.3.2.2	Multi-religion 26
3.3.2.3	Moral education 27
3.3.2.4	Occupational skills 27
3.3.2.5	Recreation 29
3.3.3	Additional information on interviews 30
3.3.3.1	Textbooks 30
3.3.3.2	Comments on teachers 30
3.4	RESEARCH FINDINGS 31
3.5	SUMMARY 32
CHAPTER FOUR: CURRICULUM DESIGN	
4.1	AIM OF THE CHAPTER 33
4.2	DEFINITION OF CURRICULUM 33
4.2.1	Curriculum 33
4.2.1.1	Society-oriented definition of curriculum 33
4.2.1.2	The subject-oriented definition of curriculum 34
4.2.1.3	Learner-centred curriculum 35
4.2.1.4	An eclectic approach 35
4.3	LEVELS OF CURRICULUM DESIGN 36

CHAPTER THREE: DATA ANALYSIS

3.1	AIM OF THE CHAPTER	21
3.2	BACKGROUND ON INTERVIEWS	21
3.2.1	Research sample	21
3.2.2	Selection	22
3.2.3	The pilot interview	22
3.3	REPORT ON TAPED INTERVIEWS	25
3.3.1	Protocol	25
3.3.2	Categories	26
3.3.2.1	Multicultural education	26
3.3.2.2	Multi-religion	26
3.3.2.3	Moral education	27
3.3.2.4	Occupational skills	27
3.3.2.5	Recreation	29
3.3.3	Additional information on interviews.....	30
3.3.3.1	Textbooks	30
3.3.3.2	Comments on teachers	30
3.4	RESEARCH FINDINGS	31
3.5	SUMMARY	32

CHAPTER FOUR: CURRICULUM DESIGN

4.1	AIM OF THE CHAPTER	33
4.2	DEFINITION OF CURRICULUM	33
4.2.1	Curriculum	33
4.2.1.1	Society-oriented definition of curriculum	33
4.2.1.2	The subject oriented definition of curriculum	34
4.2.1.3	Learner centred curriculum	35
4.2.1.4	An eclectic approach	35
4.3	LEVELS OF CURRICULUM DESIGN	36

	PAGE
4.4 CURRICULUM APPROACHES	37
4.4.1 The technical-scientific approach	37
4.4.2 The non-technical approach	37
4.4.2.1 The technological approach	38
4.4.2.2 The pragmatic approach	38
4.5 MODELS OF CURRICULUM DESIGN	38
4.5.1 The Walters model	39
4.5.2 The Stellenbosch model	39
4.5.3 The Krüger model	40
4.5.3.1 Situation analysis	40
4.5.3.1.1 The community	42
4.5.3.1.2 The learner	43
4.5.3.1.3 Learning content	44
4.5.3.1.4 Financial implications	45
4.5.3.1.5 Values	45
4.5.3.2 Aims, goals and objectives	46
4.5.3.3 Learning content	50
4.5.3.4 Learning experiences and learning opportunities/activities	54
4.5.3.5 Evaluation	55
4.6 CONCLUSION	59

CHAPTER FIVE: RECOMMENDATIONS

5.1 AIM OF THE CHAPTER	60
5.2 RECOMMENDATIONS	60
5.2.1 Aims	60
5.2.2 Goals	61
5.2.3 Selection of content	62
5.2.4 Learning experiences, learning opportunities and evaluation.....	63
5.3 LIMITATIONS AND THE VALUE OF THE RESEARCH	65

	PAGE
5.4 CONCLUSION	66
BIBLIOGRAPHY	67
ADDENDUM A: Transcription of Interview no. 3	73
ADDENDUM B: Permission letter	88

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CHAPTER ONE

ORIENTATION, PROBLEM FORMULATION AND AIM OF THE STUDY

1.1 INTRODUCTION

The phenomenon of South Africa's educational development was characterised by statutory reinforced economic and political inequalities. The education system continued to be based upon ethnic and language division. The policy of centralised educational control and management of education remained firmly in place.

It was the new democratic South Africa which came into being in April 1994, that challenged the whole situation by introducing the Reconstruction and Development Programme (RDP) not only in the social, political and economic areas but also in education. The curriculum of all schools was bound to change.

According to the reconstructionists, "the curriculum should meet the needs of the individual child, of society, of arts, of business and of course we must all be well versed in the sciences" (Longstreet & Shane, 1993:109), hence the need for reconstruction in education. Ornstein and Hunkins (1993:54/55) sees reconstruction as "a crisis philosophy appropriate for a society in crisis". Emphasis on society-centred education that took into consideration the needs of society, not only the individual, but all the classes, not only the middle class, is necessary.

In 1995, a new curriculum which would have to cater for all the schools was to be implemented. However, it is not clear whether the new curriculum was designed according to the needs of the society.

The aim of this research and study is to write guidelines on how to design a relevant curriculum for the senior secondary phase in Gauteng. The researcher will do a limited situation analysis by referring to the needs of society as perceived by learners.

1.2 STATEMENT OF THE PROBLEM

There is a need for designing a relevant curriculum in the senior secondary phase. This problem is further highlighted by the following questions:

- * What are the needs of society as perceived by pupils in the senior secondary phase in Gauteng?
- * How can these needs be addressed in the curriculum for the senior secondary phase in Gauteng?

1.3 AIMS OF THE STUDY

- * The aim of this study is to identify the needs of society as perceived by pupils in Gauteng through focus group interviews.
- * To formulate curriculum guidelines for the senior secondary phase that would address the needs of society as perceived by pupils in Gauteng.

1.4 RESEARCH METHOD

The aim of this study is to identify the needs of society as perceived by senior secondary phase pupils in Gauteng, hence the contextual descriptive, exploratory and qualitative nature of the study.

1.4.1 Research design

This is an explanatory study. Mouton and Marais (1990:43) state that an exploratory study aims to acquire new insight into a phenomenon, rather than collect accurate and replicable data. Therefore methods such as in-depth focus group interviews and literature review will be utilised.

A descriptive study intends to describe a phenomenon accurately within its specific context, and then bases itself on the collected data. The emphasis is on the in-depth description of an individual, group, situation or organisation (Mouton & Marais, 1988:44). The researcher will describe and analyse the interview material.

This study is also contextual in nature. A study which has a contextual interest is bound to the unique context of the domain phenomenon (Mouton & Marais, 1988:5). By means of the identified societal needs as perceived by pupils, the researcher will be able to formulate guidelines on how to design a relevant curriculum for the senior secondary phase in Gauteng.

The development of the study is briefly discussed in paragraph 1.5.

1.5 DEVELOPMENT OF THE RESEARCH

Step 1:

This step introduces the topic. The identification of the problem, the setting of the aim of the study, methodology and the clarification of concepts related to the study are reported in chapter one.

Step 2:

Literature study on the research paradigms, that is qualitative and quantitative, will be undertaken in order to select a suitable research paradigm for data collection. Data analysis and interpretation will be reported in chapter two.

Step 3:

Std 9 and 10 pupils will be interviewed concerning the needs of society. The information will be taped and the transcribed data will be analysed according to the protocol. Categories will be identified and reported in chapter three.

Step 4:

A literature study on how to design curriculum will be undertaken. Various strategies on how to handle this situation, will be explored by means of articles, journals, primary as well as secondary sources. This is reported in chapter four.

Step 5:

The research findings, together with theoretical guidelines will be integrated in order to write guidelines for the senior secondary phase in Gauteng. The focus is on the macro level. This concludes this study and is reported in chapter five.

1.6 CLARIFICATION OF CONCEPTS

A preliminary definition of curriculum is given below. In chapter four, the researcher will further define what the term "curriculum" means.

1.6.1 Curriculum

The following definition of curriculum is only a preliminary definition. In chapter four, the researcher will further define what the term "curriculum" means.

Carl (1995:32) states that a curriculum is "a broad concept which includes all planned activities and thus also subject courses which take place during a normal school day. It also includes after-school planned activities such as societies and sport. This all takes place within a specific system. It is continuously subjected to evaluation and aims to lead and accompany the child to adulthood, so that he can be a useful citizen within the community".

1.7 LEVELS OF CURRICULUM DESIGN

The levels of curriculum design need to be explained in this chapter so as to avoid misconceptions when guidelines are written in chapter five. According to Carl (1995:102/103) the three levels of curriculum design are the following:

1.7.1 The macro-level

The macro-level is concerned with the identification of the ultimate destination on a national level, within a particular culture, within a school phase for a particular group of broad curriculum developed for a particular subject. The focus of this research is the macro-level.

1.7.2 The meso-level

The meso-level is concerned with the identification of aims within a school curriculum or more comprehensive subject curriculum.

1.7.3 The micro-level

This level is concerned with the identification of aims within a certain subject module or even lesson unit.

1.8 SUMMARY

In this chapter, the orientation of the research project is given by stating the problem and the formulation of aims of the research. The research focus is on the society's needs as perceived by pupils in the senior secondary phase in Gauteng. The chapter concluded with the discussion of the research methodology and the clarification of concepts.

CHAPTER TWO

QUALITATIVE AND QUANTITATIVE PARADIGMS: VALIDITY, RELIABILITY AND DATA ANALYSIS

2.1 AIM OF THE CHAPTER

The aim of the chapter is to determine the needs of society as perceived by students. An empirical research will be undertaken because of the nature of this research problem. The researcher has decided to use the qualitative research method because of its advantages which will be explained later in this chapter. The aim of this chapter is to illustrate the qualitative research paradigm. The quantitative research paradigm will also be highlighted with the purpose of convincing the reader why the qualitative research method was chosen and not the quantitative research method. Data collection by means of focus group interviews and data analysis as well as validity and reliability will also be addressed.

2.2 RESEARCH PARADIGM

According to Guy (1987:452) a paradigm is a pattern of beliefs, values, techniques and theories shared by members of a scientific community, as a fundamental image of subject matter within a science. It is also an illustrative or conventional pattern, model or arrangement of physical or mental social objects.

In the pages that follow, the researcher discusses the two paradigms, that is, qualitative and quantitative, in relation to their advantages and differences. By so doing, the researcher tries to show why one paradigm is preferred above the other.

2.3 DISTINCTIONS BETWEEN QUALITATIVE AND QUANTITATIVE RESEARCH

Scholars are of the view that qualitative research can be distinguished from quantitative methodology by numerous unique characteristics that are inherent in the design. The following is the synthesis of commonly articulated assumptions regarding characteristics by various researchers.

Qualitative research implies that the data are in the form of words as opposed to numbers. Whereas quantitative data are generally evaluated using descriptive and inferential statistics, qualitative data are usually reduced to themes or categories and evaluated subjectively (Rudestam & Newton, 1992:31).

The qualitative researcher tends to become more involved with the phenomenon, while the quantitative researcher adopts a more distanced stance. At times a qualitative researcher is prepared to be part of that which is being studied (Mouton & Marais, 1988:163).

According to Mouton and Marais (1988:163) quantitative researchers tend to study a phenomenon as outsiders. They assume that if they were to become too involved within the "object" they would view the phenomenon from a too egocentric point of view. In rather stark contrast with the activities of the participant observer in the field of qualitative research, the quantitative researcher would rather make use of a structured, objective, standardized observation technique.

Frequently, the quantitative researcher has some difficulty in accommodating response patterns in his or her system of observation where these were not anticipated. In contrast, the qualitative researcher has the openness to observe forms of behaviour as and when they occur.

Cresswell (1994:162) asserts that qualitative research occurs in natural settings, where human behaviour and events occur. The focus of qualitative research is on participant's perceptions and experiences and the way they make sense of their lives.

Quantitative researchers are far more concerned with ensuring that the hypotheses have been formulated before the investigation is embarked upon. They will also ensure that the hypotheses are formulated in such a manner that they may be rejected or falsified, and to a large extent, the whole study revolves around hypotheses.

Researchers in a qualitative mould, on the other hand, tend to be more vague about what their intentions are and as a rule, they will provide no more than a general research aim in their introductions. In some cases the central thesis or hypothesis tends to gradually emerge and it can frequently be described as the results of the investigation (Mouton & Marais, 1988:161).

Kirk and Miller (as quoted by Silverman, 1993:31) describes the qualitative research as "an empirical, socially located phenomenon defined by its own history". The researcher tries to show the strength of this paradigm as against the quantitative research paradigm.

In the next paragraph the researcher focuses on the advantages of the qualitative research as this is the method to be used by the researcher, in order to find answers for this problem.

2.3.1 Advantages of qualitative research

To determine if the qualitative research method can be used for this study, the advantages and limitations thereof are briefly highlighted.

According to Rudestam and Newton (1992:39) one of the advantages of the qualitative study is that it emphasizes the "thick description" of a relatively small number of subjects within the context of a specific setting.

Qualitative research methods promote studies that allow researchers to be more spontaneous and flexible in exploring phenomena in their natural environment.

The qualitative method advocates an approach to examining the empirical world which requires the researcher to interpret the real world from perspective of the subject of his investigation (Mouton & Marais, 1988:205). Qualitative methods seek to understand phenomena in their entirety in order to develop a complete understanding of a person, programme or situation.

According to Wiersma (1991:14) qualitative researchers emphasize a holistic interpretation. They perceive facts and values as inextricably mixed.

2.4 METHODS IN QUALITATIVE RESEARCH

The researcher will now discuss the different methods in the qualitative research paradigm with the aim of identifying the best suitable method for identifying as well as formulating guidelines for a relevant curriculum which can meet the needs of society as perceived by pupils in high school.

2.4.1 Observation

According to Yin (in Fletcher, 1993:111/112) observation is useful for ecological and chronological validity. The skills of observation can, amongst others, be successfully implemented during the taking of field notes, the use of video-recording, field diagrams and sketches. The observation techniques, namely structurally inspired observation, and micro observation are considered as principles of observation. The researcher will not use this method when collecting data in identifying the needs of society as perceived by learners.

The next method to be discussed is interviewing.

2.4.2 The interview as a research method

According to Bogdan (1992:96), an interview is a purposeful conversation, usually between two people, but sometimes involving more, that is directed by one in order to get information from the other.

In qualitative research, interviews may be used in two ways: They may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques. In all situations the interview is used to gather descriptive data in the subjects' own words so that research can develop insight into how subjects interpret some piece of the world.

Bogdan (1992:96) further asserts that early in the interview the subject should be told what the purpose of the interview is, and that what is said in the interview will be treated confidentially. When an interviewer guide is employed, qualitative interviews offer the subject a chance to shape the content of the interview.

The researcher reviewed the interview as a research method because it is an exceptional method in that interaction between interviewees take place. The method also provides feedback immediately. The researcher will further give details concerning interviewing as this is the method best suitable to the problem to be investigated.

2.5 TYPES OF INTERVIEWS

Cohen and Manion (1989:309/310) distinguish four types of interviews which can be used as research techniques.

2.5.1 Face to face interview

According to Guy *et al.* (1987:245) in a face to face interview the researcher contacts respondents personally to answer the research questions. By creating a comfortable

environment and being a sensitive interested listener, the interviewer encourages the respondents to become more relaxed and willing to talk about their experiences.

However, the researcher will not use this method in finding answers to the problems encountered, because interviewing individuals is time consuming. The researcher wants to interview groups.

2.5.2 The structured interview

Denzin and Lincoln (1994:364) refers to structured interviewing as a situation in which an interviewer ask each respondent a series of pre-established questions with a limited set of response categories. There is generally little room for variation in response except where an infrequent open-ended question may be used. There is very little flexibility in the way questions are asked or answered in the structured interview setting. Because of the limited data that is gathered from the interviewed individuals, the structured interview is not suitable for this research.

2.5.3 The focus group interview

The focus group interview is characterized by the bringing of several participants to discuss a topic of mutual interest to themselves and the researcher (Morgan & Spanish, 1984:253).

Krueger (1994:6) views a focus group as a "carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment".

The researcher will use a focus group as a qualitative technique in collecting data. Interaction is a unique characteristic of a focus group, therefore the researcher will use this technique in trying to identify curriculum problems experienced by students in Gauteng. An important feature of the qualitative paradigm is that the necessary data should first be gathered in order to reveal unanticipated outcomes and generalizations.

The following advantages of the focus group interview serve as a motivation for choosing the focus group interview as a research method.

2.5.4 Advantages of focus group interviews

According to Krueger (1994:34-36) and Kingry *et al* (1990:25), focus group interviews involve a homogenous group of people engaged in a social interaction. Its flexibility makes it useful in discussing a wide variety of subjects with a variety of people in a variety of settings. Focus group discussions have high face validity. The technique is easily understood and the results seem believable to those using the information. Results are presented in lay terminology embellished with quotations from group participants. Since no respondent is compelled to answer each question, the responses are spontaneous and can be relatively low cost. Because a number of individuals are interviewed simultaneously, the data and results of the interview are obtained speedily. The above-mentioned advantages are applicable to this study. Limitations of focus group interviews will be highlighted in the next section.

2.5.5 Limitations of focus group interviews

All techniques of gathering information have limitations and focus group interviews are no exception (Krueger, 1994:36). It is, however, important to be aware of these limitations when determining the needs of society as perceived by learners..

Data are more difficult to analyze. Group interaction provides a social environment, and comments must be interpreted within that context. Familiarity on how to analyze data accordingly is of relevance to the researcher, because the intention is to conduct focus group interviews. The technique requires carefully trained interviewers. At times, an untrained moderator can achieve remarkable results, but it is for the better to influence odds by using skilled interviews. The open-ended questioning, the use of techniques such as pauses and probes, and knowing when and how to move into areas, require a degree of expertise typically not possessed by untrained interviewers. This calls for the interviewer to be

familiar with how to conduct interviews successfully. Groups are difficult to assemble. The focus group requires that people take time to come to a designated place at a prescribed time to share their perceptions with others. As a result, proper arrangements will be made to bring the interviewees together with ease. The discussion must be conducted in an environment conducive to conversation. These factors often present logistical problems and may require participant incentives to participate. By contrast, an individual can be held in a location and at a time most convenient to the interviewee. A comfortable, non-threatening environment will be organised by the researcher.

2.5.6 Characteristics of a focus group interview

The researcher will highlight a number of characteristics of a focus group. The focus group interview as a technique for collecting data depends on the following characteristics according to Kingry *et al.* (1990:24), Folch-Lyon and Trost (1981:444): In conducting focus group interviews, the researcher will consider the following characteristics.

2.5.6.1 Participants

Focus groups are typically composed of six to ten participants, but the size can range from as few as four to as many as twelve. The size is conditioned by two factors: It must be small enough for everyone to have an opportunity to share insights and yet large enough to provide diversity of perceptions.

Small group discussions involving six to twelve Std 9 and 10 students from four different senior secondary schools in Gauteng will be interviewed. The group will be multi-racially represented.

2.5.6.2 Environment

Focus groups should be held in a comfortable non-threatening setting. The comfort of the participants is important. Given the proper environment, participants are less on guard against personal disclosure, because the atmosphere is tolerant, friendly and permissive.

2.5.6.3 Location

The preferred place for a group discussion is a community meeting room with comfortable chairs placed around a table so that participants can talk with each other informally. Although neutrality of location is important, discussion can also take place in someone's home. Successful sessions can also be conducted in offices, hotels, or a club with meeting rooms to ensure privacy.

2.5.6.4 Recording of interviews

All discussions are recorded on tape. It is sufficient to have a complete and intelligible recording available after each session. The recorder can be in full view of the participants. Its presence should be explained by indicating that, while all opinions are of interest and value, it is impossible for the moderator to take written notes of everything or to accurately remember the different points of view.

2.5.6.5 Duration of focus group interview

Focused interview sessions are typically timed to last from 1-3 hours.

2.5.6.6 Moderator involvement

In focus groups, the moderator and the researcher are one and the same. The task of the moderator include question development, session facilitation, documentation analysis and interpretation of results.

Folch-Lyon and Trost (1981:444) expand by saying: "To ensure that all topics of interest are discussed by the group, sessions proceed under the guidance of a moderator. The moderator introduces and directs the discussion of topics and encourages participation in the conversation. The moderator should introduce topics and guide the discussion in an unbiased manner.

2.5.6.7 Question development

According to Krueger (1994:53) quality answers are directly related to quality questions. Fore-thought must be given to developing questions for a focus group. Questions are the heart of the focus group interview.

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

General introductory questions should allow for participation by all group members. Specific questions should focus on critical issues.

Open-ended questions allow the respondent to determine the nature of the answer (Krueger, 1994:69).

Leading questions should be avoided. Dichotomous questions and "why" questions should also be avoided. Interviews are focused by providing participants with consistent and sufficient background information and by presenting the questions in a context (Krueger, 1994:69). For this research the question to be asked is: "What are the needs of society as perceived by the learners." Validity and reliability will now be discussed.

2.6 VALIDITY AND RELIABILITY

Reliability and validity are effective strategies which can be used to establish the credibility of interview data and are critical to accurate subjective human experience.

2.6.1 Reliability

Guy (1987:23) says "reliability in social research refers to whether a piece of research can be replicated - that is, whether a different investigator can achieve the same results using the same methods". Hammersley as quoted by Silverman (1993:145) says "reliability refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions".

For this research, the first reliability check is verified by taking the transcribed tapes back to the respondents. The tape is played back to refresh the respondents memory. The respondents verify if what is written is what they said. More information can be given by respondents if need be. This will also be taped.

To ensure the second reliability check, the researcher gives the independent decoder the typed transcripts. He/she in turn identifies categories, sub-categories as well as themes, so as to reach consensus with the researcher concerning the identified categories, sub-categories and themes.

2.6.2 Validity

Hammersley (1990) as quoted by Silverman (1993:149) explains validity as "the extent to which an account accurately represents the social phenomena to which it refers". Validity test will be done by comparing the research results by means of literature study. Validity must be checked throughout the entire research process. Most authors on qualitative research suggest the following ways in enhancing validity.

2.6.2.1 Contrast validity

Contrast validity obtained both from theoretical and pilot empirical evidence, remains the foundation for validity of data content and the argument around the findings. If a research is

to be based on sound scientific principles, it should not only reflect reliability and validity, but it needs to be generalizable too.

2.6.2.2 External validity

External validity applies to the research as a whole. No matter how careful the internal procedures are performed, no matter how accurate the individual techniques employed can be shown to be, the entire research project might be completely irrelevant to the question under investigation (Guy, Edgley, Arafat & Allen, 1987:23).

2.6.2.3 Internal validity

This type of validity refers to the establishing of causal relationships that result in certain conditions leading to other conditions.

2.6.2.4 Content validity

Content validity refers to the extent to which a method investigates the content which it intended to investigate. Qualitatively, this involves the extent to which focused interviews investigate the meaning of the individuals life world which they intend to investigate (Yin, 1989:40-44). For the purpose of this study, validity will be guaranteed by taking notes of the tape recordings during the interview sessions.

With the above-mentioned discussion concerning qualitative research paradigms, reliability and validity, the research project used in this study is discussed.

2.7 RESEARCH PROJECT

2.7.1 Collection of data

For the purpose of this study, literature and focus group interviews are the methods which will be used in data collection.

2.7.2 Selection

Learners in the senior secondary phase in Gauteng, that is Std 9 and 10 students will be interviewed. Learners attending school in the ex-Department of Education and Training, and in the Transvaal Education Department will be interviewed. Class lists will be used to select each and every tenth learner from all class lists.

As a rule of thumb, four groups, with re-evaluation after the third, are suggested for the focus group interview. The greatest amount of new information usually comes in the first two groups with considerable repetition after that. Focus groups usually include four to twelve participants (Kingry et al., 1990:24; Krueger, 1994:17). For the purpose of this study, the number of respondents will depend on the number of respondents who will turn up for the interview session. However, six to twelve students in each school will be invited. The number of focus groups will depend on the availability of the information needed.

This group might be able to understand the research question and might come up with relevant answers.

During the focus group interview session, the researcher will only work as a facilitator, encouraging pupils to limit their response in relation to the questions asked. According to Krueger (1994:53) "quality answers are directly related to quality questions. Questions are the heart of a focus group interview". Kingry *et al.* (1990:124) asserts that carefully structured and sequenced questions based on the purpose of the study, are necessary to elicit

a wide range of responses". For the purpose of this study, only one question was structured. The question reads thus:

"What are the needs of society which could be addressed in education?"

2.8 DATA ANALYSIS OF FOCUS GROUP INTERVIEW

Data analysis and interpretation of the transcribed interview is done according to the steps or method prescribed by Kingry, Tiedje and Friedman (1990:125), Folch-Lyon and Trost (1981:447/448) and Cresswell (1994:166).

- * As a first step after conducting interviews, tapes of each session must be listened to several times in order to get an adequate impression of the discussion "climate" and to make a verbatim transcription in which hesitations, silences, enthusiasm, and other psychological indicators are noted.
- * Typed transcripts will be given back to the respondents to check if what was transcribed by the researcher is what the respondents said. If the respondents want to add some information, they are welcome to do so. This will also be taped. It will be the first reliability check.
- * The decoder should generate a list of key ideas, words, phrases and actual quotes that reflect the sentiments of the focus group.
- * Formulate categories and under each, place the ideas and quotes that fit most appropriately and best substantiate a category. Cluster the categories and sub-topics and identify themes.
- * The decoder then gives the transcription and the main categories over to an independent decoder. This is the second reliability check. The independent decoder repeats the above mentioned steps, in order to determine whether he/she:
 - agrees with the researcher's classification into categories, and
 - also the kind of categories that have been identified.

- * The decoder then writes his/her own report on the findings.

- * Literature study: Literature study will be undertaken with the aim of comparing the relevant sources with the research findings. For this research project, a literature check is an indispensable tool because it verifies evidence of the identified needs of society as perceived by learners, both in and outside South Africa.

2.9 SUMMARY

As the study focuses on society needs as perceived by pupils in the senior secondary phase, the researcher saw a need to discuss the focus group interview as one of the qualitative research methods of data collection. This section leads to data analysis of the actual interviews in chapter three.



CHAPTER THREE

DATA ANALYSIS

3.1 AIM OF THE CHAPTER

The aim of this chapter is to report on the interviews which were conducted by the researcher. The data that was gathered will be organized according to protocol in order to write findings about the needs of society as perceived by learners in Gauteng.

3.2 BACKGROUND ON INTERVIEWS

3.2.1 Research sample

The researcher limited the sample to four schools in Gauteng, that is, Soweto, the Northern suburbs and the East Rand. These schools fall under the previous Department of Education and Training as well as the Transvaal Education Department. The group consisted of Whites, Africans, Indians and Coloureds.

The researcher wrote letters to the respective high school principals asking for permission to interview learners in those particular schools. Where permission was granted the researcher arranged to use classrooms or the school office to make it convenient for all pupils, as the question of time, distance and money could cause a problem if learners were to travel far.

Forty-eight pupils were recruited, that is, four focus groups, consisting of twelve respondents in each group. However, not all respondents turned up for the interviews. Interview 1: 7 respondents turned up; Interview 2: 6 respondents; Interview 3: 7 respondents and Interview 4: 6 respondents.

Data was collected by means of interviews. A tape recorder was used because it would be impossible for the researcher to remember all the details of the interview. The researcher also wrote notes during the interview sessions.

3.2.2 Selection

On arrival at the different schools, the researcher asked for class lists. Each tenth pupil in the list was selected. Pupils were selected according to standard, that is, standard nine and ten.

3.2.3 The pilot interview

The first interview which the researcher conducted was a pilot interview. Pupils in one of the senior secondary schools in Soweto were interviewed. This interview consisted of seven respondents. There was only one question: "What are the needs of society which could be addressed in education?" Each pupil received a card on which the question was written.



The researcher welcomed the respondents and promised them anonymity and confidentiality, because all their contributions are valuable to this research.

In answering the above-mentioned question, the respondents expressed their dissatisfaction about the problems within their school. They mentioned lack of discipline on the side of teachers and parents as well as the education system which fails to focus on the "needs of society".

However, the supervisor advised that the question could come up with most needs if only the researcher intervenes when the respondents dwell too much on irrelevant answers. The value of this pilot interview is that it served as an eye opener on the side of the researcher. It is very important for the researcher to ask respondents to elaborate on what they mean when referring to certain concepts or phrases which are not clearly stated. Pages 23 and 24 indicate a list of relevant answers compiled from data concerning the needs of society as perceived by learners.

LIST OF ACTUAL QUOTES OF INTERVIEWERS

Interview 1 (Pilot)	Interview 2	Interview 3	Interview 4
<ul style="list-style-type: none"> • need for agriculture • computers to be introduced in township schools • learning facilities microscopes • technology • communication skills • educational advisers from Std 6 • guidance • career guidance • syllabus to include sex, music aids, swimming and topics on careers to give direction after matric • arts, drama, historical plays such as Macbeth and Julius Caesar to be provided for • drama and art for those who are not gifted • prefer practice to theory • no link between school and university • less gifted children can become boxers or musicians • socialization is encouraged • mix with others • there is no change in education yet, we are still using old textbooks • one textbook for a specific subject per standard • textbooks not to be over-emphasized • we need to specialize in music and art • artists overseas have a better future 	<ul style="list-style-type: none"> • we want to know the advantages and disadvantages of sex education • life skills should be taught • communication skills - how to handle interviews, minutes, reports • writing reports and minutes to be done practically • the question of grades should be addressed higher, standard and lower grade • career guidance, life guidance, career guidance • need to be taught relevant things of school • there should be a link between high school and university • need to be taught practical subjects • communication, communication skills • English • computer • agriculture • accounting • emotional needs to be catered for • teach us about sex and Aids • social workers counselors to be permanent • wide variety subjects • drama, music, acting • interest in what you do • sports promote good health, fitness 	<ul style="list-style-type: none"> • education about sex, Aids and child abuse • careers to help individuals to serve the community • SA should get its own culture. The school is too much of academic subjects • basic education from Std 6 • avoid British form of schooling where rugby and cricket are the only types of sport available • variety of school subjects • integrate subjects • schools to be multi-racial • cosmopolitan • more subjects • new and old traditions • education should build all round characters • integration in classrooms • teacher be friendly liberal in ways of teaching • more practical subjects • computer science • science • industrial drawing • commerce - trade subjects to be taught • fields like mechanics, agricultural science • building 	<ul style="list-style-type: none"> • if you learn e.g. biblical studies you should be able to use it after school • guidance • teachers not clear about guidance • need for enough professional guidance teachers • career guidance • career centres in the community • technology • arts to be promoted • lack of facilities • resources • drama • diploma in drama in universities • don't know where to go for drama • businessmen to help donate funds for those who cannot proceed to university, technicon or colleges • bursaries not available to everybody • teach us about other cultures • know and understand different cultures • Africans do not look adults in the eyes when talking • TV • computers • workshops

(INTERVIEWS CONTINUED)

Interview 1	Interview 2	Interview 3	Interview 4
<ul style="list-style-type: none"> • most people like arts • draw beautiful pictures, drawings • express themselves • emotionally • art role models to be invited to share information • we need to be prepared for jobs, not everybody is going to university • we need to be taught about sex • discuss about child abuse • child abuse centres • centres to go for aids, sex, alcohol abuse 	<ul style="list-style-type: none"> • communication between students • schools must cater and support children • the school is there to build the person in you - not your brain only • there is also the emotional side of you • government to spend money on schools • focus on needs of society • against memorization and corporal punishment • pupils scared of teachers • afraid of teachers • social needs to be addressed • multiculturalism to be catered for • we eat different types of food • clothes are different 	<ul style="list-style-type: none"> • mechanics, agricultural science • tellers • teaching languages like Tswana, Sotho • favour lecture method to make you ready for technicon or tertiary education • need to be taught by people who were involved in technical or in the business world • religion to be taught as a subject in schools • learning about different religions • cross culture • tolerant about other religions such as Christianity, Moslem • guidance - seriously addressed • sex, drugs, alcohol to be discussed during guidance • need to visit Aids centres, alcohol and abuse centres • against reproduction of facts • competition concerning matric results should be discouraged • textbook integration is needed in SA • textbooks are good teaching aids 	<ul style="list-style-type: none"> • more types of sport, netball, soccer • recreational facilities: public swimming pools, tennis courts, soccer • respect other cultures • wear different clothes, different food • South Africa is a mixed country. Teach us about other religions, e.g. Moslem, Hindu, etc.

3.3 REPORT ON TAPED INTERVIEWS

This section highlights the interpretation of transcribed interviews according to the protocol described in chapter two.

3.3.1 Protocol

Step one:

The researcher listened to the tape several times in order to get an adequate impression of the discussion. The researcher transcribed each and every word said by the respondents, noting indicators such as interruptions, silences and hesitations.

Step two:

The researcher made a list of key items, words, phrases and actual quotes that reflected the focus groups' sentiments. See the relevant answers on p. 23 and 24.

Step three:

Categories were formulated. Ideas and quotes that fit appropriately and best substantiate the category were placed.

Step four:

To ensure the first reliability check, the interview transcripts were taken back to the respondents for verification. It was difficult to bring together all respondents. However, those who made themselves available read the transcripts. Nobody was prepared to come up with new information. The researcher thanked them for their time.

Step five:

The researcher and the independent decoder met. A comparison of all categories was done. What an independent decoder added, was explained by mentioning the fact that curriculum could be designed at different levels, that is, macro, meso and micro level. That information was added in the relevant category.

The categories identified by the researcher and an independent decoder will now be highlighted.

3.3.2 Categories

The identified categories will be defined. A few direct quotations from the interviews will be provided under each category and literature check will also be provided under that particular category. These categories are not hierarchically arranged.

3.3.2.1 Multicultural education

South Africa is a multi-racial society. Students want to know more about the cultures of other people. This resulted from the fact that most classrooms, both in the primary and secondary schools are filled with pupils from different cultural groups. One of the needs identified was multicultural education. According to Suzuki (1984) as quoted by Dekker and Lemmer, multicultural education "is a multiple education programme that provides multiple learning environments matching the needs of students". Students maintain that knowing about other people's cultures will enable them to be more tolerant towards their fellow human beings. "South Africa is a multicultural society." "We want to know about other peoples' cultures." "South Africa should have a new culture." This problem was also researched by Dekker and Lemmer in Johannesburg. Multicultural Education is viewed as an ongoing process to help institutions and individuals become more responsive to human condition, individual cultural integrity and cultural pluralism in society (Dekker & Lemmer, 1996:35). Ornstein and Hunkins (1993:380) also did research in Boston concerning this category. Their findings were that multicultural education seeks the cultural enrichment of all children and youth through the curriculum, at all levels of education, from kindergarten to grade 12.

3.3.2.2 Multi-religion

In secondary schools, most students discover that in the classroom setting, they belong to different religions. This need was highlighted in all interviews conducted. "Multi" means many. By religion we mean "an organized system of beliefs, ceremonies and worship that

centers on one supreme God" (World Book Encyclopedia, 1991:216). Some of the direct quotations from the interviews are as follows: "We should be learning about the different religions because South Africa has such a lot of religions." "We should be positive towards other religions." "Students belong to different religions." "Students should be tolerant towards other religions such as Christianity, Moslem, Hindu." Lumadi (1995:66) who did research at teachers' training colleges in Gauteng and the Northern Province also identified this category as a need which could be addressed in education.

3.3.2.3 Moral education

According to the World Book Encyclopedia, Vol. 13 (1991:799) moral education is "instruction focused on questions of right or wrong." Moral education also includes the development of values. "Values" are the standards by which people judge what is important, worthwhile and good. Some of the quotations from the focus group interviews are as follows: "Values should be clarified, not to teach new values, but we want to know and understand existing values." "We no longer know what is right or wrong, what is acceptable or unacceptable." Students need much more information concerning sex education at schools and in society. Although sex education receives attention in certain secondary schools, it is not enough. "We want to know more about sex education, not only the disadvantages but also the advantages." "Sex education should be addressed in high school to prevent teenage pregnancies and child abuse." "We want to visit drug and alcohol centres." "The 'Aids' epidemic is a threat to society." Students need special people trained along these lines to be used in addressing such problems and not teachers because they think teachers are not qualified to do such work. Doll (1992:177) also did research in London in relation to the above-mentioned category. Some of the findings were that "teenagers lack knowledge about how pregnancy occurs the so-called new sex education is intended to meet two emergencies that have developed in school and society. The increase in teenage pregnancy and the Aids epidemic".


3.3.2.4 Occupational skills

Vocational and technological education as well as communication skills will be discussed under the above-mentioned category.

- **Vocational or career guidance**

Vocational or career guidance is closely related to educational guidance and use the same methods. This is concerned with the students' choice of a future career. It help students to understand how jobs or occupations differ (World Book Encyclopedia, Vol. 8, 1991:446). The students provided the following information in relation to career and/or vocational guidance. "We need career education in order to serve the society." "We want to prepare for our future, education should be more career based." "More practical subjects should be included at school for occupational skills." "We want to be taught commerce, mechanics, industrial drawing and agricultural science." Students want vocational guidance to be taken seriously and should be offered to students who do not intend going to university. Dekker and Lemmer (1996:14/15) also identified the above-mentioned category in their research in Johannesburg.

- **Technology**



According to the National Curriculum Report: Science for ages 5 to 16 as quoted by Williams, 1990): "Technology is a creative human activity which brings about change through design and the application of knowledge and resources." The information highlighted by students is as follows: "Society is technologically based." "We want to be taught subjects such as engineering." "We want to be taught basic computer skills, some of us already use computers in our schools but the teachers put the computer on for you and put you in the programme you need, all you have to do is to press a,b,c, ..." "We need computers for the business world." Williams (1990) also contributed towards technology in his research in New York.

- **Communication skills**

Communication is defined as "sharing information or providing entertainment by speaking, writing or other methods". Students want to learn communication skills to be taught in secondary schools from standard six to ten. Basic communication skills should be addressed in township schools. "We want to know how to conduct interviews, how to

write reports, minutes and to communicate effectively after school so that we can communicate well with our employers.”

3.3.2.5 Recreation

This category includes art and sports in this research.

- **Art**

Very little was said in relation to art. According to pupils, more attention should be given to arts in high school. Art in a broad sense is “skill in making or doing”. This word is often used in more specialized way to mean fine arts such as music and drama. Arts promote social bonding. McCaslin (1990) also contributed towards this category through his research which he conducted in London. Some of the quotations selected from the focus group interviews are as follows: “Most people like art.” “They draw beautiful pictures.” “Artists overseas have a better future.” “All schools should do arts.” “Role models in art can be invited to tell us more about art.”

- **Sports**

Most students who are academically slow are gifted in other spheres such as sport. According to the World Book Encyclopedia (1991:804) “Sports are organized athletic activities played individually or in teams”. Students need entertainment such as sports. Sports should be given a special place in the curriculum. The following quotations from the conducted interviews support the above mentioned statement: “more types of sporting activities should be introduced in schools, not only the British form of schooling where rugby and cricket are the only types of sports.” For example, swimming, netball, boxing, tennis and soccer should be introduced in all schools. “Sports should be emphasized; not only academic education.” “Sport is a form of exercise.” “Self confidence, good health and physical fitness result.” “We should take part in international competitions.” Williams, Almond and Sparks (1992:383) also identified this sub-category in their research in London. The need for sports was emphasized.

3.3.3 Additional information on interviews

3.3.3.1 Textbooks

Textbooks are not classified under categories. However, in all focus group interviews conducted, students kept on referring to textbooks. This is the reason why the question of textbooks is highlighted in this section. Students need textbooks as learning aids. "Although textbooks are old and well known teaching aids, they may not meet the needs and interests of any particular group of students (Ornstein & Hunkins, 1993). However, the textbook has the largest and most obvious influence on the curriculum to the extent of standardizing teaching and instructional practices. The following quotations were extracted from the interviews conducted in certain senior secondary schools in Gauteng. "The textbook is a teaching aid which was used long ago." "There is no change in education yet, we are still using the same old textbooks." "One textbook for a specific subject per standard, so that the information can reach each and every student." "No textbook is the best but they should be the same." "Textbook integration is needed in South Africa." Van der Stoep and Louw also came up with this category in their research which was conducted in Pretoria.

3.3.3.2 Comments on teachers

A comment need to be made concerning teachers in general. This concern was raised by most students who took part in the focus group interviews. Students who were interviewed in Gauteng suggested that teachers should learn new methods/ways of teaching and should improve their teaching skills. "Teachers teach most content only for exposure, not for understanding. They tend to avoid thought-provoking work and activities and stick to predictable routines." The following quotations came up from the conducted interviews. "Teachers should change their ways of teaching." "They should talk to you instead of writing on the board." "They should be more friendly, guiding and liberal." "Teachers should be open minded and encourage us in whatever we do." "Teachers should attend courses to improve their teaching skills." The next section addresses research findings.

3.4 RESEARCH FINDINGS

The following are the findings from the focus group interviews with high school students in certain areas in Gauteng concerning the needs of society which could be addressed in education. Students who were interviewed in some of the high schools in Gauteng, maintain that **multicultural** education should be catered for in all secondary schools since all the schools are becoming cosmopolitan. Common things about culture should be highlighted at classroom level and this should be continuous.

Religion is one of the burning issues in schools. Students want to be taught religious education with the aim of fostering tolerance, acceptance and understanding of all religions because they belong to different religions.

The problem of **values and morals** should be addressed in schools. Since values like sex education, drug abuse and Aids are new, students are no longer sure which values are acceptable or not. Schools in townships have never been taught about sex education.

Practical subjects are a priority to most of the senior secondary phase students who took part in the interviews. They want to be prepared for the industrial world. The world of business is what the students yearn for. The question of technology should be addressed. Subjects such as engineering and computer literacy should be addressed.

Communication skills should be taught in secondary schools from standard six, not only in standard ten. Topics such as interviews, reports, the writing of minutes should also be taught. Critical thinking and analysis should be attended to by teachers.

Guidance in all its forms should be taken seriously by all the people involved. Students want to know more about subjects which will prepare them for life after school. The students want to be able to serve their community in the near future.

Art and sport are to be encouraged as well as introduced in high schools, especially in township schools, where swimming pools and tennis courts are non-existent. More types of sporting activities should also be introduced. The government should provide for these.

Resources such as computers, textbooks, television sets and microscopes should be provided in all schools to help pupils understand what their lessons are all about, also to develop their skills on how to use computers.

Students are not satisfied by the manner in which they are taught. Some teachers are authoritative and negative towards students. Students suggest that teachers attend in-service training and courses to improve their teaching skills, especially in township schools. A summary of this chapter is given below.

3.5 SUMMARY

In this chapter data collected by means of interviews has been analyzed. Categories have been defined and the findings were highlighted. This information, together with the information to be given in chapter four, which will be discussed next, will help the researcher to write guidelines as well as recommendations in chapter five. Curriculum design will be discussed in chapter four.



CHAPTER FOUR

CURRICULUM DESIGN

4.1 AIM OF THE CHAPTER

The aim of this chapter is to provide theoretical guidelines for curriculum design. The researcher will consult relevant literature on curriculum design in order to design a relevant curriculum for the senior secondary phase in Gauteng. This theoretical background and the empirical research data in chapter three will be linked in order to write guidelines in chapter five.

4.2 DEFINITION OF CURRICULUM

Curriculum is the term used with several meanings, and a number of definitions have been offered. Thus, it is important to establish what curriculum means.

4.2.1 Curriculum

In chapter one, a preliminary definition of curriculum was given. In this chapter the curriculum will be defined in terms of the subject, society and the learner.

4.2.1.1 Society-oriented definition of curriculum

Smith, Stanley and Shores (1950) as quoted by Longstreet and Shane (1993:64) sees the curriculum as "the design of a social group for the in-school experiences of children". Faunce and Bossings in Longstreet and Shane (1993:64) further defines the curriculum as "an instrument of society that is designed to influence children and youth in ways prescribed by their culture". According to this curriculum design the purpose of schooling is to serve the needs of society, and its perceived needs form the bases for content.

The advantages of the society orientated curriculum design is that it includes all the diversity citizens, especially the multiple cultures, ethnic groups and societal classes. The curriculum is based on the most important aspect of society as assessed by designers. It influences children and youth in ways prescribed by their culture.

Like all other types of design, the society orientated curriculum also has weaknesses. It is not easy to get an accurate reading of how society is evolving. It is problematic, given an information based society because of the large numbers of diverse and well informed people (Doll, 1978:154). Although the researcher focuses on society needs, the researcher does not need a society-centred curriculum.

4.2.1.2 The subject-oriented definition of curriculum

According to Carl (1995:37) the subject curriculum includes "all details for a specific course or school phase which may require the teacher in order to instruct effectively in the subject". This is the oldest and most popular curriculum design. Education is seen as an intellectual discipline. A high standard of performance is considered important (Ornstein & Hunkins, 1993:242). The emphasis is on the subject matter. This becomes clear when one looks at the definition of Oliver as quoted by Longstreet and Shane (1993:49/50): "The systematic arrangement of certain courses ... all the courses offered by the school."

However popular, the subject-centred design has weaknesses. Specialization within the curriculum limits the educational choice of the student in future (Ornstein & Hunkins, 1993:242). Organising by subjects tend to compartmentalize learning to emphasize memorization and to make the subject central (Doll, 1992:163; Ellis, *et al* 1992:222). The design stresses content and neglects students' needs, interests and experiences. When writing guidelines on designing a secondary phase curriculum, the researcher should not only use this type of design, but could use it in conjunction with other designs, such as the learner centred and the society-centred curriculum.

4.2.1.3 **Learner-centred curriculum**

Wheeler (1983:11) describes the curriculum as "the planned experiences offered to the learner under the guidance of the school". Tanner and Tanner (1975) sees the curriculum as "a composite body of knowledge to be mastered by a learner in order to achieve certain pre-determined aims". The advantages of this design is that the curriculum stresses the needs and interests of the students. Individualisation is also represented. Students are active in their environment and learning is not separated from the ongoing lives of students (Longstreet & Shane, 1993:68; Ornstein & Hunkins, 1993:406).

However, this design generally relies on testimonials and subjective assessment by students and teachers. Very little empirical evidence is presented in this design. The teaching/learning process is unstructured (Ornstein & Hunkins, 1982:406-408) especially in the senior secondary phase where the teachers deal with an adolescent who lacks discipline.

The researcher does not prefer this design because it ignores the needs of society and the systematic structure of content. Although the researcher accepts the important role of the learner, curriculum designers should also take into consideration the needs of society and content.

4.2.1.4 **An eclectic approach**

A balanced approach, which acknowledges the importance of the learner, the subject matter/content and the society is preferred, hence the definition of Krüger will be used in this study as this definition acknowledges the importance of all three, that is the learner, content and the society.

Krüger (1980:19) defines the curriculum as "the selected and ordered learning content that forms a programme of learning within which there is a functional connection between situation analysis, goals, planned learning experiences, opportunities for actualization and evaluation". According to Krüger (1980:19) the six principles mentioned above are of equal

importance. They serve as a good guideline for designing a senior secondary phase curriculum in Gauteng. The above-mentioned designs lead to the discussion of the levels of curriculum design.

4.3 LEVELS OF CURRICULUM DESIGN

The nature and extent of curriculum design will always differ, depending on the level on which one moves. The nature of activities of a curriculum developer involved on national level with a curriculum committee, will differ from that of the subject teacher curriculating for specific pupils at a micro-level.

The macro-level refers to curriculum design at the national level. The meso at provincial or departmental level and the micro at school level (Carl, 1995:82).

The problem connected with the use of macro, meso and micro is that these terms are relative and that all three may be applicable within a particular school. To avoid this problem, preference is given to the following levels, sectors and areas:

- * a community's philosophy of life and thus its educational views
- * government level and education legislation
- * school-phase and school-type planning
- * syllabus-development
- * school curricula
- * instructional teaching/micro curriculum development in the classroom (Carl, 1986, as quoted by Carl, 1995:83)

At each of the above-mentioned levels, aspects of curriculum design are applicable. While in school-phase planning for example the broad curriculum (for a total school population and country) is considered, the subject teacher in his classroom will be more involved with micro curriculum development (objectives, goals, contents, media, methods, evaluation for a specific pupil or group of pupils). There is in fact an interdependence and interaction between the various levels which determine the success of curriculum development (Carl,

1995:83/84). Curriculum design can therefore take place during the design of the broad curriculum, but it is filled in further during syllabus design and development by curriculum committees for a particular standard, which in turn leads to further design actions when the subject teacher designs a subject curriculum and/or a micro curriculum.

This section leads to the discussion of curriculum approaches.

4.4 CURRICULUM APPROACHES

"There are various approaches to the process of curriculum design which may serve as theoretical foundations" (Carl, 1995:49). The researcher wants a suitable model to design a curriculum for the senior secondary phase, hence the need for discussing different approaches in order to choose the best model for this study, as there are so many of these models and the researcher cannot use them all. Curriculum approaches can be viewed from a technical or non-technical perspective.

4.4.1 The technical-scientific approach

The technical scientific approach to curriculum suggests that the process of curriculum development has a high degree of "objectivity, universality and logic. It states that the aims of education can be made known, can be stated precisely and can be addressed in a linear fashion" (Ornstein & Hunkins, 1993:273). This approach is subject-centred, it ignores the needs of the learner and society. The researcher will not use the technical scientific approach because of these weaknesses.

4.4.2 The non-technical approach

The non-technical approach stresses the subjective, personal aesthetic, heuristic and transitional approach. This approach is cyclic and stresses broad principles. The researcher prefers the non-technical approach.

Carl (1995:49-56) has defined this paradigm in terms of the following: technological as well as the pragmatic approach. The above-mentioned approaches will be discussed briefly.

4.4.2.1 The technological approach

"The technological approach is analytical and regards instructional planning in terms of 'systems', 'management' and 'production'. It is based on the Tyler rationale. The use of technological aids such as computers, video recorders is more than well known" (Carl, 1995:53/54). The researcher rejects this approach. South Africa is still a developing country. We cannot afford to use computers as most of the schools are overcrowded whilst other students, for example, in rural areas are without classrooms. This approach sees learning as a system. This system can be reduced to its component parts or steps.

4.4.2.2 The pragmatic approach

This approach is neither systematic nor rational. It is rather the outcome of a long and dynamically complex process of involvement and interaction. "It is a process in which a large collection of concepts and principles, derived from various theoretical models are utilised, in other words in the same curriculum elements of the academic, the experience and the technological approaches can be used" (Carl, 1995:56).

The researcher prefers this approach because it includes other models. It stresses interaction between all the principles of curriculum design. Different models can be integrated. After all, we want to design a balanced curriculum. This approach stresses interaction as well as the interdependence between principles of curriculum design.

4.5 MODELS OF CURRICULUM DESIGN

The researcher will discuss models of curriculum design which are suitable for this research. The aim being to choose the best model for this research. "These models arise from curriculum developers' methods of approach. These relevant methods of approach are not

only the source of curriculum models, community needs and composition and even the nature of a particular educational system have often led to the design of a particular model" (Carl, 1995:89/90).

4.5.1 The Walters model

Walters (1978) as quoted by Carl (1995:93) has developed a model which consists of the following components: initial evaluation, selection of goals, selection of content, classification and organisation and outcome evaluation

The model shows a dynamic interaction between the components as well as a close relationship and flexibility between them. In this model evaluation, especially has a testing and development function at various levels. Through initial evaluation (in which situations are analyzed), progress evaluation (which is applied in regard to the formulation of objectives, selection of contents, classification of contents and the planning of method) and through outcome evaluation (which evaluates the end result of the educational undertaking) the result of the design is continuously tested and further developed. The researcher will not use this model for this study although it stresses the interaction between its components.

4.5.2 The Stellenbosch model

This model can be used at all curriculum levels, that is, the macro, meso and micro level. It consists of nine components, namely: learner oriented evaluation; goals; core content and time scheduling; teaching content; instructional and learning objectives; teaching methods and learning media; planning of instructional learning situation; implementation of instructional learning situation and contextual evaluation of whole curriculum. The dynamic interaction of the various components is also stressed. A clear distinction is made between core contents which eventually take shape as core syllabi. Continuous evaluation is strongly placed. Contextual evaluation, which includes the concept "situation analysis" is centrally placed and shows a dynamic interaction with each of the other components. The value of this model lies in the possibilities of adaptation on the various curriculum levels and also in

its detailed spelling out of the components which may promote systematic design (Carl, 1995:94).

For the purpose of this research, although this model stresses the dynamic interaction of the various components, it will not be used.

4.5.3 The Krüger model

Krüger's model consists of six curriculum principles, namely situation analysis, selection of goals, planned learning experiences, selection and organisation of learning opportunities and evaluation. Most of the curriculum models discussed above, share common factors in relation to the components. However, in respect of Krüger's model "the planned learning experiences must develop a 'vertical' and 'horizontal' educational spiral. The idea of spiral build-up knowledge, implies on the one hand a vertical deepening of specialized knowledge experience in every subject terrain, and on the other hand a horizontal integration of experiences across the differing subject terrains in order to develop the pupils general education and the values that go with it" (Carl, 1995:94). This model is cyclical and stresses interaction between all the various components of curriculum design (Krüger, 1980:34/35). Figure 4.1, p. 41 shows Krügers curriculum cycle.

The researcher will use Krüger's model as a guide in writing guidelines on how to design a senior secondary phase curriculum. The researcher prefers this model because the six principles of curriculum design are equally important and there is interaction between these principles. This interdependence ensures a balance in the curriculum. It can be utilized at all curriculum levels, that is the macro, meso and micro level. "It can be applied to all educational systems and community" (Carl, 1995:94).

4.5.3.1 Situation analysis

"Die vertrekpunt by alle kurrikulumontwerp behoort 'n haarfyn analise van die determinante van die onderhawige sowel as die te bereikte situasie te wees. Hierdie analise sluit die verantwoordings ten aansien van die elementêre kurrikulumvrae, naamlik die vrae wat? aan

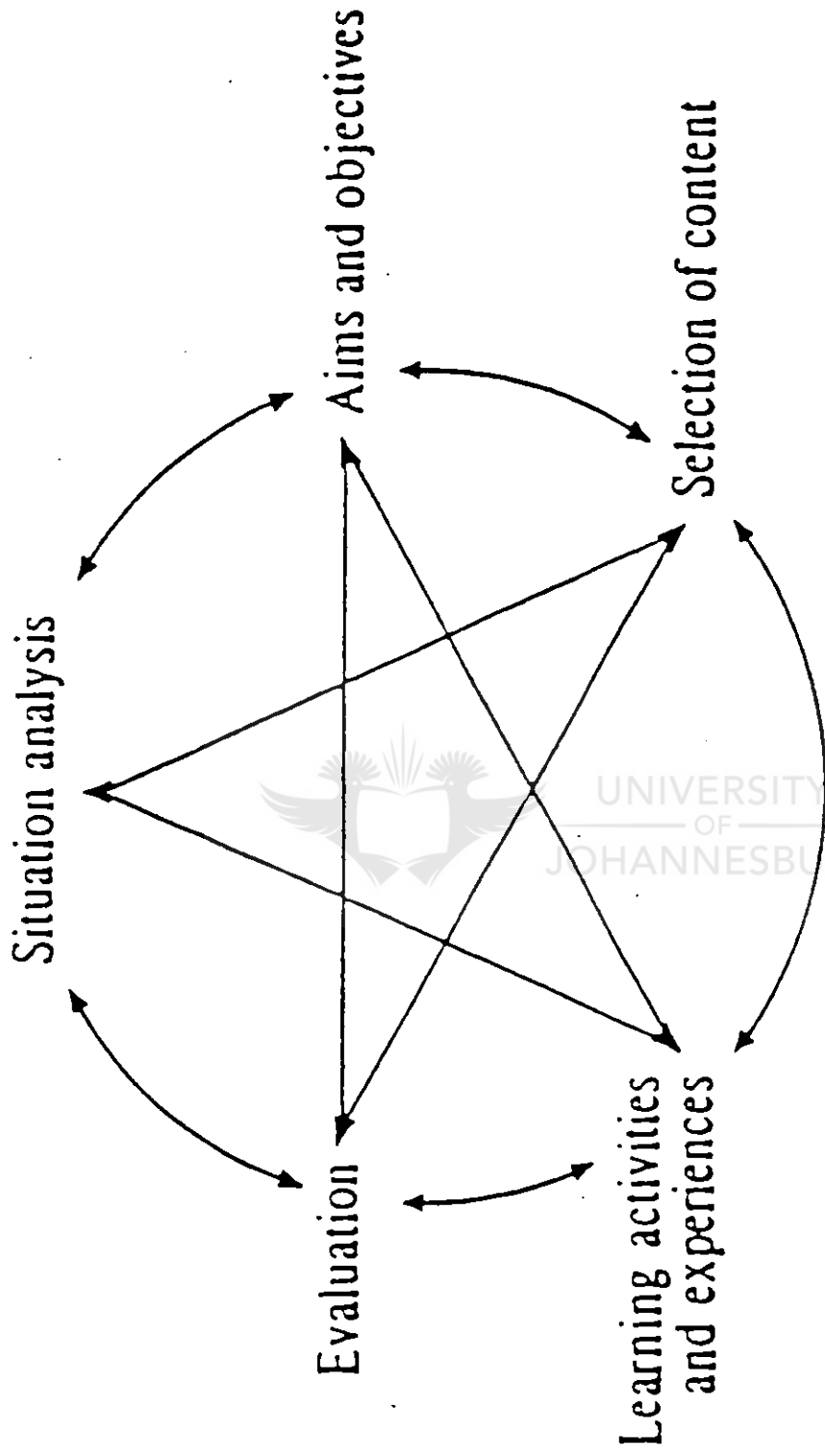


FIGURE 4.1: THE CURRICULUM CYCLE

(Adapted from Krüger & Müller, 1988:27)

wie? hoekom? wanneer? en hoe? in" (Krüger, 1980:35). Situation analysis is the first step in curriculum design. Before instruction can be planned, thorough situation analysis is necessary. Marsh (1992:79) says a situation analysis can also be considered as "the recognition of some school problem which then becomes a springboard for curriculum development". Carl (1995:97) sees the process of situation analysis as "a method of evaluation comprising the collection and interpretation of all information which may influence curriculum development". In order to ensure the meaningful progress of teaching the content to be taught should be scientifically selected from the totality of the living world. However, not all authors use the term situation analysis. Need assessment and need analysis are popular terms. These terms refer to a process by which educational needs are defined and priorities set. By conducting a situation analysis defects, shortfalls and strengths are identified at an early stage.

Situation analysis ought to include at least the following determinants: society, subject matter and the learner. However, Krüger (1980:45-47) adds the following determinants which also play an important role in situation analysis: didactical needs, economical needs, future needs as well as analysis of the subject discipline. The determinants will now be discussed.

4.5.3.1.1 The community

The community consists of the parents of the students of the school and the non-parent members of the community. There is a need for the public in general, and the parents in particular to be informed of what is happening in schools. The community looks to the school for contributions in the development of good citizens, and in some instances for future workers in the business, industries and professions of the community.

The community looks upon the school as its school. Indeed it is the taxes of the community that support a school. Certainly the community should have an opportunity for participation in curriculum whenever justifiable and possible.

"Needs can vary from those of a more physical nature (food, clothing, housing) to more psychological and norm orientated needs such as freedom, peace, opinion values, education, understanding of other cultures, vocational guidance and family guidance" (Carl, 1995:99).

According to Steyn (1992:16) to function according to the norms of a more structured society implies specific knowledge and skills. For the school to take part in the presentation of its students to fit in and take up responsibilities in the different societal contexts, especially in the work place.

Despite the influence of tradition in holding social forces in check, society is constantly changing. Change is often accompanied by an instability that a society can tolerate unless or until the instability becomes excessive, at which time disorder or revolution occurs (Doll, 1992:97). Other changes have a subtle, more gradual effect. When family life disintegrates, the school finds itself taking on more and more responsibility that the family previously assumed... all schools are faced daily with coping with the problems of children whose parents are being divorced or of children who are feeling the effects of alcoholism or drug abuse in the home. In the presence of these and other changes school retain their responsibility for the cognitive development of pupils.

Needs of society play a vital role in designing a curriculum for the senior secondary school. The researcher got hold of this information by means of interviews. The researcher focuses on the needs of society as perceived by the learners in the senior secondary school.

4.5.3.1.2 The learner

"There are various aspects of the learner that ought to be considered, for example, the standard of pupils, sex, language medium, age, potential of pupil, achievement skills, level of development and independence" (Carl *et al.*, 1988:29). For curriculum to be an effective instrument in the educational process intensive knowledge about the learner is needed by the curriculum designer. Furthermore, it is important to note that the philosophy or ideals of the people (designers, implementers and evaluators) govern the ways in which they view the

learner as a source of educational objectives and as an influence on the curriculum (Steyn, 1992:17/18).

Morrison (1993:4) says children are complex human beings who are responsible in part for their own development. They are also shaped by and formed by biological, social, cultural, economical, political and environmental factors. Morrison (1993:11) further says that "as society changes, so do children who are a major portion of our society".

Children are influenced by the following factors:

- * environmental influences
- * economic influences
- * political factors
- * drug misuse and alcoholism

It is the duty of all curriculum designers to take the learners' needs and interest into consideration when designing a curriculum. The learners' political, social and economic background should also be considered during situation analysis.

4.5.3.1.3 Learning content

According to Carl et al (1988:30) learning contents should be analyzed in the light of the following: "Linking up with objectives, extent, relevance, degree of difficulty, available sources, demands and requirements of the syllabus, depth of study, classification, time scheduling, textbooks available and the structure of the subject content." Syllabus interpretation makes out an important part of such a situation analysis.

It is seldom the case that the design of a new curriculum have to be undertaken. Usually existing subject matter, although differently organized and probably with different aims, can be used to design new modules for an existing curriculum. "The scope and sequence of the existing subject matter against the background of its rationale and aims would be of great

value to predict the suitability thereof in the target subject curriculum" (Steyn, 1992:17). Subject matter should correlate with all other components of curriculum design.

4.5.3.1.4 Financial implications

According to Krüger (1980:46/47) the nature and composition of the curriculum on the micro level is determined, for example, by the teacher-pupil ratio, provision of technological media as well as the primitiveness of the locality. To name but a few aspects, for example, a course in Physical Science will only be fruitful if the laboratory is well equipped with sophisticated apparatus as compared with a laboratory which has no apparatus at all. Many schools in South Africa are still affected when it comes to apparatus in laboratories. Thus the availability of finance will influence the nature of the curriculum in question. Therefore, it is the duty of the curriculum designer to design a curriculum which is economically implementable rather than the one which is envisaged.

4.5.3.1.5

Values



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What are the values of the community of which the pupil is a member? As far as the curriculum is concerned no difference is made between content and values and norms. Values and norms are intrinsic to content, in other words, each specific content contains implicit norms and values which must be made explicit in the teaching situation. "Today, affected education is made especially complex by societal and academic disagreement about the meaning of moral development and about determination and clarification of values. There are arguments over matters of morality and values, often with reference to sex, drug and alcohol education" (Doll, 1992:98). The designer should consider what types of values, new or old should be considered when conducting a situation analysis. Aims, goals and objectives will now be discussed.

4.5.3.2 Aims, goals and objectives

The following paragraphs highlight the characteristics, nature and function of aims, goals and objectives, because aims goals and objectives will be derived from all data in the situation analysis.

Goals and objectives can be formulated at three levels of teaching:

The macro level, which is concerned with the identification of the ultimate destination on a national level, within a particular culture, within a particular school phase for a particular group or broad curriculum development for a particular subject.

The meso level, which is concerned with the identification of aims within a particular curriculum or more comprehensive subject curriculum.

The micro level, which is concerned with the identification of aims within certain subject module of even a lesson unit (Carl *et al.* 1988:33).

Longstreet and Shane (1993:58) says that "the purposes of schooling, form the bases for curriculum design". When societies organise schooling into formal education, it is purposeful. As a result, values and needs of society are represented by means of purposes. When the educational purposes are expressed systematically but quite broadly, they are called aims.

(a) Aims

Pratt (1994:69) defines an aim as "a general statement of intent for a curriculum". Marsh (1992:85) supports the above-mentioned definition by stating that "aims are broadly phrased in statements, are long term and generally apply to systems rather than individual schools. The curriculum aim is typically placed at the beginning of a curriculum and it will influence the readers' feelings about the curriculum as a whole.

Three criteria can be used in the writing of a good curriculum aim: "It should be significant, clear, and it should be concise" (Pratt, 1994:69). If the purpose of a curriculum is not significant, no amount of technical expertise or quality can make that curriculum anything but a waste of time. "The worth of a curriculum, expressed in its aim, must be apparent to everyone, including students. A curriculum aim is clear if it can be understood by its readers, including students, without further explanation. An aim is concise if it states the basic intent of the curriculum in more or less fifteen words" (Pratt, 1994:69/70). One function of an aim is to act as a kind of unifying theme and hence to enhance the conceptual integrity and structural unity of the curriculum. The above-mentioned criteria can serve as a guideline when designing a curriculum for the senior secondary phase in Gauteng. "Aims exercise a direction giving influence on the didactic design of instructional learning situations for pupils as well as during the implementation in practice" (Carl, 1995:100).

(b) Goals

Marsh (1992:85) states that goals are more precise statements of curriculum intent. According to Carl *et al* (1988:34) a distinction can be made between process and product goals. Product goals involve a total concern with the end product. Product goals are those that are directed at the pure acquaintance and mastering of the "body of knowledge" and the knowledge and skills of a particular subject. The products of a subject may be facts, concepts, principles, procedures and techniques. Process goals are those goals that are directed at the acquainting and promoting of the typical procedures of a subject and are directed at obtaining a transfer of knowledge. They are also involved with the development of thinking skills and it is desirable that in working with pupils, strong emphasis should be placed on this.

"An educational institution like a senior secondary school can only be successful if there is clarity as to the goals and what is intended by them" (Carl, 1995:100). Goals serve as a basis for the decision making process during the drawing up of an accountable and manageable working plan. According to Longstreet and Shane (1993:59) goals underlie the selection and treatment of content and are at the heart of curriculum design. Carl (1995:100) supports the

above-mentioned statement by mentioning that the formulation of goals appears to be an important component as the selection of learning contents, planning of learning experiences and evaluation flow directly from them.

(c) Objectives

There is a clear connection between goals and objectives. "An objective is a precise description of the required behaviour or achievement that must be realised by the end of a certain period. It is formulated in terms of pupils and behaviour and indicates what achievement under what critical conditions must be obtained" (Carl *et al.*, 1988:41). According to Longstreet and Shane (1993:59) objectives represent the analyses and transformation of goals into actions believed to support the achievement of goals.

The development of objectives is important in determining the content of the curriculum and how it is to be dealt with. What exactly are those skills that support the effective practise of citizenship? How can appreciation of the acts be developed? Questions translating the broad generalizations of goals into practice are to be successfully achieved.

Calitz *et al.* (1982) as quoted by Carl *et al.* (1988:42) says well formulated objectives help us to determine the teaching method and learning activities, and also offer guidelines for evaluation procedures and techniques. Objectives provide a basis along which teaching strategies can be selected. Carl *et al.* (1988:37/38) divides objectives into three domains based on Bloom's taxonomy namely, the **cognitive domain** which has six levels that is: knowledge, understanding, application analysis, synthesis and evaluation. The **affective domain** has four levels: level of receipt, response value, determination on the level of characterization and the **psychomotor domain** which consists of cognitive knowledge required and automation. When designing a senior secondary phase curriculum, the above-mentioned domains should be taken into consideration.

Objectives may be classified into one of the three groups; broad objectives, specific objectives and specific performance objectives. "Broad objectives are the least restrictive

and most often address higher order learning such as that involved in analysing the multiple layers of meaning in great literary works, or affective learning such as fostering a love and appreciation for classical music. It is not unusual, however, to find that the broad objective is used in the curriculum design as a form for bridge between the goals and the more specific objectives" (Longstreet & Shane, 1993:59).

Both specific objectives and specific performance objectives specify the nature of the learning activities to be undertaken. Specific objectives also clearly delineate the content to be learned but without indicating what the measures of instructional success are to be. The development of objectives is important in determining the content of the curriculum and how it is to be dealt with.

(d) Criteria for effective objectives

Marsh (1992:90) states that criteria are useful reminders about the characteristics and qualities of effective instructional objectives. Effective objectives should meet the following criteria:

- * comprehensiveness - have to be sufficiently broad to include all learning outcomes;
- * suitability - must be relevant to students at particular grades or class levels;
- * validity - must reflect the reality they purport to reflect;
- * feasibility - should be attainable by students in terms of their level of competency and availability of resources;
- * specificity - must be phrased clearly and precisely so that they will not be misunderstood by teachers or by students;
- * compatibility - should be consistent with the other stated objectives.

Aims, goals and objectives play an important part designing a curriculum. Learning content will now be discussed.

4.5.3.3 Learning content

"Aims and objectives point the way to the content that pupils are to learn. Some of the content may be formal subject matter. Part of it, especially in the affective domain, is likely to be informal and may not even be classified as content" (Doll, 1992:208).

Carl (1995:108) defines content as "that component which is included in a school subject, in other words, the 'what' which must be conveyed to pupils" Hymans (in Zais, 1976:324) defines content as "knowledge (facts, principles, definitions), skills and processes (reading, writing, critical thinking, decision making, communicating), and values (the beliefs about matters concerned with good and bad, right or wrong)". However, this study has to do with learning content as one of the principles of curriculum design.

(a) Selection of content

The decision making about content selection is guided by two classic considerations:

- * "The nature of the learner and the learning content, and
- * the impact of society at large, and the local community upon the school" (Doll, 1992:133).

According to Walters (1978) as quoted by Carl et al. (1988:43) the tendency to select contents in the traditional way according to factual knowledge only, is no longer approved. There is a greater and greater tendency to select contents that will develop the whole sphere of knowledge skills, concepts, attitudes and values. Most curricular are still compiled on a subject basis, but there are a growing tendency regarding the contents as a means to encourage the development of intellectual skill abilities, values and attitudes. Of special value is the fact that the learners are directly involved in the selecting of content.

The following procedure should be considered when learning content is selected:

- * **Relevance:** "If learning is to be meaningful and applicable, the content learned must be meaningful to the student. The student must see how, what he is learning relates to life" (Ellis et al, 1992:222).
- * **Balance:** In selecting the experiences to be included in the scope of the curriculum balance also becomes an issue. "How the formal curriculum is balanced between student-centred and subject-centred courses, individual needs and the formal disciplines, societal needs and individual learner needs" (Ellis et al, 1992:222).
- * **Integration:** Selecting the formal curriculum involves trying to build a unified view of the disciplines so students can see how knowledge and skills in one discipline can help them understand a problem in another area.
- * **Validity:** Some items of content available to learners are likely to be of little worth because they are consequential. Such items should be ruled out (Doll, 1992:147).
- * **Learnability of content:** An attempt to teach pupils that which they cannot learn should be avoided.

When content has been selected, it can then be organized according to the following sequence suggested by Marsh (1992:99), Doll (1992:168) and Zais (1976:340/341):

- * movement from the simple to the complex;
- * a study based on prerequisite learning;
- * movement from part to whole;
- * movement from the present past into the present;
- * movement from concrete experiences to concepts, and
- * the chronological ordering of events.

The above-mentioned sequence serves as a guideline in organizing contents for learners who are different, because of this difference, they also learn differently.

The selection and organization of content is of vital importance when designing a curriculum. When selecting content, the society and learners' needs should be taken into consideration. "It is not just a coincidental putting together and arrangement of content chosen haphazardly, but should comprise accountable actions based on educational criteria and which correspond with the set of objectives" (Carl, 1995:113). It is through these contents that the learner gets the opportunity, better to understand reality and the world and to be able to function meaningfully within it.

(b) Methods of organizing content

The organisation of subject matter for teaching and learning depends on one's philosophy of what counts as important knowledge.

Scope and sequence

According to Marsh (1992:96) scope refers to the extent and arrangement of curriculum elements that can occur cross topics or subjects while sequence refers to the organisation over a period of time, in some cases, a number of years. Scope is sometimes termed horizontal organisation while sequence is termed vertical organisation.

Scope

Marsh (1992:97) states that the scope of a curriculum gradually expands at higher levels of schooling. It changes from level to level as some elements are reduced while others are added. An important decision for the scope of any curriculum is the breath of coverage and the depth of coverage. The scope of a curriculum also has to consider common processes/skills which would occur in all subjects.

Marsh (1992:97) advocated the following approaches in terms of scope or horizontal organisations:

- * Organisation by subjects refers to specially selected important subjects which are taught separately.

- * Organizing by activity considers students' experience as a starting point.
- * Organizing by core will include the organisation based on social problems.
- * Organizing by correlation would mean that elements from various separate subjects are correlated and interrelated.
- * Organizing in broad fields means that subject areas are correlated and focused into broad fields of study, for example, General Science, or Social Studies.
- * Organizing around persistent life forms: The content is organized into major societal problems or life situations, for example, Biology. Sequence will also be discussed briefly.

Sequence

Sequence is concerned with the order in which content is taught and what is to follow what other learning content. Sequence may include:

- * movement from the simple to the complex;
- * movement from part to whole;
- * chronological ordering of events;
- * movement from whole to parts;
- * movement from concrete experiences to concepts;
- * movement from the present into the past.

A major design problem associated with sequence is to ensure that cumulative and continuous learning occurs as students progress through the curriculum (Doll, 1992:168; Marsh, 1992:99). One or more of these ways may seem ideal to a specialist in a subject but an entirely different way may appeal to an individual pupil or group of pupils.

When the content has been selected, that is, the syllabus drawn up, suitable experiences are designed on the basis of their relevance to that content. Content and experience are organised

largely on expository lines, because these are essentially the basic organization of subject matter (Wheeler, 1983:37).

Learning experiences and learning opportunities/activities will be discussed next.

4.5.3.4 Learning experiences and learning opportunities/activities

Learning experiences and learning opportunities are two separate but related principles. "The content derived from the curriculum should be actualized in the didactic situation as learning experiences. Learning activities are didactical activities created by the teacher in the classroom while learning experiences indicate the interaction between the learner and content" (Krüger, 1980:81). Therefore, it is of importance that when writing guidelines for the senior secondary phase, the researcher should consider what type of experiences the pupils might have at this phase and plan accordingly. "Learning experiences and not the content as such, are the means for achieving all objectives besides those of knowledge and understanding" (Zais, 1976:350).

Walters, as quoted by Briers (1994:50) describes learning experience as "a planned and controlled relationship between pupils, teacher, materials, equipment and the environment in which it is hoped that the desired learning will take place. For an individual to have experience, it is necessary for the learner to engage himself in activities from which he can learn something that he/she has not learned before. "This action establishes continuity within the life experience of the individual and gives meaning to his actions" (Beauchamp, 1981:114). As a result the curriculum planner should provide clear guidelines for the teacher in the planning and organisation of learning experience. While all interaction of the individual with the environment is experienced, the school cannot promote experience of low educative quality. "The school must be concerned with the experiences of high quality since it should aid each individual to raise the level of his experiencing in all aspects of living" (Doll, 1992:209).

Wheeler (1983:131/132) says learning experiences have an integrated implication. Learning experiences which can be related to problems and life experiences which can be related to problems and life experiences have more integrative implications than those which can be recalled but which cannot be linked up with the learner's experience. Learning experiences concerned with intellectual information, understanding and skills have more integrative implications if they are supported by positive and pleasurable feelings and if they tend to conform with a developing scheme of attitudes, beliefs and values. Experiences for pupils, whatever their source or nature, should be organized in ways that fit the curriculum designs to which they contribute. Pupils should be actively involved in life activities. Their needs and their interest should be catered for.

Tyler, as quoted by Zais (1976:366/367) identifies three basic criteria for the organisation of learning activities: continuity, sequence and integration.

Continuity refers to the vertical reiteration of major curriculum elements. Therefore, students will be given repeated and continuing opportunities to practise any given activity that is of importance. Sequence "demands not only that the activity reiterate, but that it progresses from the simpler to the more complex". "Integration addresses itself to the horizontal relationship of curriculum activities." The intent here is for curriculum activities at any given point in the sequence to be related in such a way as to provide a unified and integrated experience for the learner. Therefore, it is the duty of each and every teacher in the senior secondary phase to use the above-mentioned criteria when organizing learning experiences for their students.

The last component of curriculum design is evaluation. It will now be discussed.

4.5.3.5 Evaluation

This is the last principle in curriculum design. The term evaluation, is often used synonymously with the term assessment, but there are important distinctions between the two terms.

Marsh (1993:103) distinguishes between the two terms by stating that "evaluation describes all the kinds of data which are collected about schooling, including data about students' behaviour, teachers' planning, instruction and the curriculum materials used". Assessment is the term typically used to describe the activities undertaken by a teacher to obtain information about the knowledge, skills and attitudes of students.

Evaluation can be learner-directed or curriculum-directed, depending on whether the focus is on the learning outcome or on curriculum development. For the purpose of this study, evaluation is learner-directed and not curriculum-directed (Carl, 1988:27).

For evaluation to be effective, the two types of evaluation, that is, formative and summative evaluation will be discussed.

(a) Formative evaluation

Formative evaluation is ongoing evaluation which may take place at one's discretion in the course of the instructional learning process after the finalization of a goal or goals. The advantages of using formative evaluation is that it offers feedback to pupils who do not comply with the requirements. Feedback is also given to improve teaching and learning. Errors may be identified and corrected when evaluation is done on an ongoing process (Carl, 1995:121).

(b) Summative evaluation

According to Oliva (1988) as quoted by Carl (1995:121) summative evaluation takes place at the end of an instructional learning process. "The type of assessment techniques may be in the form of formal tests, projects and term papers (Zais, 1976:381).

Examinations and tests as forms of evaluation will now be discussed.

(c) Examinations and tests as forms of evaluation

Tests and examinations are the best known ways and means of evaluating student's achievement, and therefore shows how far curriculum implementation was successful. According to Mostert (1986:217) we can differentiate between class tests as well as standardized tests. Both have essentially the same aim, namely, to supply information.

Class tests are given periodically to determine progress already made over a short period of time, say a month or semester. Tests fall under formative evaluation. Class tests can be useful in improving learning as well as teaching more especially because feedback concerning pupils' test results can provide information concerning the pupils' achievement and teaching itself (Mostert, 1986:218).

Standardized tests provide a totality of the students' level of achievement in a particular subject, and is directed to summative evaluation, that is, towards the end of the year. Standard tests are norm directed.

Tests constitute a particular kind of measurement that can provide useful data for curriculum and learner evaluation, but when they are over-emphasized they distort curriculum evaluation, and even unintentionally influence goals and outcomes (for example, test anxiety goal) (Zais, 1976:371).

Examinations are important in relation to the progress and the certification of pupils. Formal examinations include essays, paragraphs and open type questions. However, these promote fragmented knowledge. It makes it difficult to measure students' ability to analyze, evaluate and apply knowledge. There are also problems of subjective marking (Mostert, 1986:218). Examinations lead to certification which serve as a currency with which access to careers can be purchased. Unfortunately it has become evident since the beginning of this century and especially in the last two decades, that certificates do not maintain a stable value. The decline in the value of certificates and associated elements for higher and higher qualifications as payment for access to careers, has led to a level of "certificate inflation"

which may undermine the education system of nations just as surely as financial inflation can undermine their economic systems.

However, exams have tested mainly the recall of facts and have tended to minimize the ability to reason, to solve problems and to demonstrate successfully both practical and oral skills.

(d) Criteria for evaluation

It should be clear that the curriculum process requires an increasingly more complex and extensive evaluation. Behaviour is more difficult to measure than knowledge, but behaviour is the expected outcome of education. The sort of evaluation necessary must be continuous, consistent, objective, valid, usability and reliability.

Continuity

Whether the evaluation programme is directed towards course improvement, decisions about individuals or administrative regulation, it must be continuous. Assessment feedback is necessary.

Consistency

The curriculum objectives present some sort of a hierarchy in that they can be arranged in an order of importance. The same hierarchy must be present in the various aspects of assessment. If more emphasis is laid upon the measurement of cognitive outcomes, it should be because cognitive outcomes are thought to be more important, not because measuring them is easier or more reliable (Wheeler, 1983:269).

Validity

The greatest care should be taken to ensure that any measures used have empirical validity in the sense of relevance, that is, closeness of agreement between the test measures and the function it is supposed to measure.

Reliability

The reliability of a test instrument is the extent to which it measures accurately and consistently.

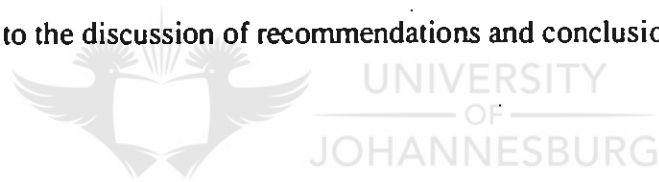
Usability

If a test possesses usability, it should be relatively easy to administer and score and not too expensive in terms of materials needed.

4.6 CONCLUSION

From the literature consulted, models of curriculum design, the six principles in relation to Krüger's model on how to design a curriculum will serve as a guideline in designing a curriculum for the senior secondary phase.

This chapter leads to the discussion of recommendations and conclusion in chapter five.



CHAPTER FIVE

RECOMMENDATIONS

5.1 AIM OF THE CHAPTER

In this chapter, the empirical research conducted in chapter three and the theoretical guidelines for curriculum design discussed in chapter four, are integrated in order to write the conclusion and the recommendations on how to design a relevant curriculum for the senior secondary phase. The recommendations are based on the macro level.

5.2 RECOMMENDATIONS

The researcher will concentrate on aims and goals only and not objectives. Aims are broadly phrased statements which are long term and goals are precise statements which are medium to long term. Because of the fact that the senior secondary phase takes a period of five years from Std. 6 to 10, it calls for medium to long term goals and aims. Objectives are not addressed because they are specific statements which are short term and are devised by teachers. The researcher was able to formulate aims and goals from the empirical data illustrated by learners during focus group interviews in chapter three.

5.2.1 Aims

The following aims can serve as guidelines for designing a relevant curriculum for the senior secondary phase in Gauteng:

- * The aim of a multicultural curriculum is to develop an understanding and appreciation of the learners' own heritage and that of other people

- * The aim of multi-religion is to develop tolerance, respect and understanding of their own religion and those of others.

- * The aim of moral education is to develop a sense of morality in the learner that is acceptable to the society.
- * To develop their vocational, technological and communication skills.
- * The aim of art curriculum is to develop the learners creativity and self-esteem to produce a well rounded youth.
- * To develop fitness, motor skills and sport skills.

5.2.2 Goals

The following goals were identified in view of the above-mentioned aims:

- * Goals should improve their knowledge and understanding of their own heritage.
- * Learners should know about other cultures in the country.
- * To teach learners to develop tolerance towards other cultures.
- * To learn and improve their knowledge and understanding of other religions.
- * The develop tolerance towards other religions.
- * To teach learners about sex, Aids, drug and alcohol abuse.
- * To teach learners where to seek help and how to avoid sex, Aids, drug and alcohol abuse.
- * To teach learners to distinguish between right and wrong in their everyday lives.
- * To develop values that would enable learners to distinguish what is acceptable and unacceptable.
- * To equip the learners with different vocational skills.
- * To work for the society
- * To become experts in their own vocations.
- * To develop an awareness and capability to use technology.
- * To improve their communication skills.

- * To maintain a good relationship and respect for fellow workers.
- * To develop an appreciation of beauty.
- * To develop the learners self-expression and self-esteem.
- * To produce a well rounded youth.
- * To develop the learners creative ability in art.
- * To develop physical self-esteem.
- * To develop a sense of competence in sport.
- * To encourage fitness in the learners by means of exercise.

This section leads to the guidelines on content selection.

5.2.3 Selection of content

The selection of content in this chapter is based on data illustrated by learners in chapter three, p. 24. When selecting content in relation to multiculturalism, the teacher should include concepts such as the meaning of culture and multiculturalism. This should be taken into consideration because learning content should be representative of the view of life of that particular society. The historical background of all the cultures should be highlighted, by so doing, the learners will develop interest and understanding towards other cultures. Differences and similarities should be taught. For example, the different type of clothes they wear, food, their different ways of respect, and also the different reactions they have when death occurs in the family. Skills which need to be emphasized should be clearly selected. Skills such as to differentiate between what is relevant or irrelevant and self expression and those of others.

In relation to multi-religion, the selected content should help the learners in their everyday lives. Concepts which need clarification should be selected, for example, to define “multi” and “religion”. Learners belong to different religions thus content should include different religions such as Christianity, Islam and Hinduism. Differences and similarities will help students understand other religions. The teacher can also tell them about his own religion, learners will develop positive attitudes towards their fellow students and society. Skills such as classifying information can as well be practised.

Moral education content should be selected by the teacher in relation to what's happening in the learners everyday lives. Concepts such as "rape", "abuse" and "Aids" should be taught. Learners should know exactly what is wrong about the above-mentioned concepts and also the results thereof. The teacher should encourage learners to watch television and listen to the radio for such programmes. Workshops should be arranged by teachers if need be. Learners should be made aware of the fact that if they are sexually abused, or unwanted pregnancies result, they will be HIV positive and death will result. On the question of drugs and alcohol, learners should be taught about the different types of drugs and alcohol available and what the implications are. The teacher should teach learners about the different places to go when they are victims. The teacher as well as the learners should talk about such topics in class. Learning content should include values such as right or wrong. For example, it is wrong to steal other peoples textbooks, no society tolerates people who steal. They will not fit in the society because what they are doing is unacceptable (refer to paragraph 3.3.2.3 in chapter three).

Learning content selected in relation to vocational training should consider the learners interest, for example, learners want to know the different types of careers related to the subjects that they are doing so that they can make the best choice in relation to what they intend doing. By means of their choices they should be able to serve the society in which they live and to earn a living by starting their own businesses or workshops. Learning content should link learners with the business world. Skills such as building and mechanics should be taught in a practical way. This will help to narrow the gap between academic and vocational world, theory and practice. Learning content should also include concepts such as relationship and respect, for example, learners should relate well with their fellow students then they will be able to relate well with their fellow workers. By respecting those in authority at school, learners will be able to respect authority when they get employed, because they already know how to behave in an acceptable manner.

New skills in relation to technology should be carefully selected and taught, for example, they should be able to operate a computer on their own, however, it should be in accordance to the level of their understanding. Subjects like agricultural science and engineering should be related to the business world. By means of the learning content

taught at school, learners should be able to function meaningfully as workers and as contributing members of society.

Technology goes hand in hand with communication skills. Selection of content should be based on the needs of the learners. It is clear that learners want to learn communication skills to prepare themselves for the job market, for example, they want to know how to conduct interviews, how to write minutes and reports and how to communicate effectively in their everyday lives. Skills such as reading and writing, speech and analysis are necessary for effective communication. Without language, communication cannot be realised. This should be focused on job applications. The above-mentioned information in relation to technology, vocational and communication skills, can be read in chapter three.

The learners did not say much in relation to art and sport, however, the researcher tried to deduce something out of what they said in the interviews (see p. 27) Art content should be selected in such a way that everyday life is clearly reflected. Learners should be taught what art means and what it is. Such concepts will help learners understand the subject better. All the learners whose interest is art should be given a chance to do it. The learners whose talent is art can make it a career and earn a living from it. Drawing as a skill, learners express emotions such as happiness, disturbance or anger. Learners can be taught the use of colours, for example, skills such as to differentiating between primary colours of light and primary colours of pigment. The appreciation of beauty is instilled in the learners by means of art. The teacher should use learning content to develop the creative ability in the learners, for example, learners can draw what they feel and not imitate other peoples work.

When selecting content related to sports, the teacher should include content related to the different types of sporting activities, for example, athletics, tennis, swimming and other forms of sport. Sports and exercise promote self-esteem. This indicates that learners will be physically and mentally fit. Learning content selected by the teacher should show exactly how positive achievement can be realised, for example, by means of competitions, such as the marathon or Olympics, because sports can be turned into a career. Swimming, tennis and athletic skills which include track events (sprints and hurdles), distance (jogging), field events (long jump, ball throwing and shot put) should be emphasized.

5.2.4 Learning experiences, learning opportunities and evaluation

These guidelines are the interpretations of what the learners said during the interview sessions. The learners did not give clear-cut directions how to teach cognitively or effectively also how to learn inductively or deductively. However, the following information was highlighted in relation to the above-mentioned components.

Learners are taught in such a way that they reproduce textbooks, especially in township schools. They want to discover things for themselves. Some students prefer the lecture method because it will prepare them for tertiary education where the lecture method is utilized. Learners are taught how to memorize. They are not happy about this method of learning. They want to be taught how to analyze information and how to think critically. Corporal punishment should be done away with. This is the only information which was gathered concerning learning experiences and learning opportunities.

The teacher should provide learning opportunities that will enable the learners to experience the practical application of learning content. Learning opportunities in relation to multiculturalism, multi-religion, moral education, vocational and technology, communication skills, art and sports, should be relevant to real life situations. Learners can experience through group discussions, projects, experiments, field work and many other well known methods. Learning experiences and opportunities in relation to morality, religion, art, sport, vocational skills, technology and multiculturalism should be integrated in the curriculum so that the learners can fit in their society. Learners should be evaluated in terms of specific skills needed for employment. Formative as well as summative evaluation should be used in order to identify learning problems which may occur during teaching and learning. The curriculum should add to proper needs of society so that proper needs are evaluated. Practical application will put the theory which the pupils learned into practice. The value as well as the limitations of the study is discussed next.

5.3 LIMITATIONS AND THE VALUE OF THE RESEARCH

The researcher conducted only four focus group interviews in Gauteng because of the financial implications and time factor.

This dissertation is part of a group project in which seven researchers identified the needs of the lecturers, parents, employees, subject advisors and religious leaders. In this dissertation the learners needs were identified. The value of this research lies in the fact that the researcher was able to identify existing needs. The identified needs were interpreted in terms of guidelines in curriculum design. Learning content was also selected from the identified needs.

This study is concluded by encouraging curriculum designers to develop a set of further guidelines on outcome-based curriculum because the researcher did not do an outcome-based curriculum.

Research on child psychology as well as learning theories should be conducted in order to write guidelines for the organisation of learning content as only the selection of content was addressed in this study.

5.4 CONCLUSION

The aim of this study was to identify society needs as perceived by learners. In this final chapter, the study was evaluated, concluded and recommendations were made in the form of guidelines for designing a relevant senior secondary phase curriculum in Gauteng. A relevant, balanced and holistic type of a curriculum which will develop lifelong learning can be made possible if these guidelines can be effectively implemented in senior secondary schools in Gauteng.

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TRANSCRIPTION OF INTERVIEW 3

Researcher:

I welcome you all, feel free in this interview I am happy that you came. You will remain anonymous because this information is very valuable to me

Do you all agree to be interviewed?

Respondents:

Ja Yes we do

Researcher:

Anybody can start.

Respondent 1:

Okay, the question is what are the needs of society which could be addressed in education Okay, firstly I think education in South Africa should be more career based. Instead of being taught more general knowledge we can be taught more about what we should expect in our careers or in our our in our tertiary education institutions. We should I think the needs of education and its culture definitely gonna change because of because of the way that things are taught and have been taught in the past along more of a system where where South Africa taught more of the European system that I think I think definitely towards the future that the South Africa is gonna change and get its own culture. Society society needs education obviously to educate the people, and basic education should be taught to keep it up to about standard six, but I think after that, the whole, the whole secondary schooling or high school should be changed a lot, to suit more of South Africa's population. (quiet)

Researcher:

Is there anybody who would like to add?

Respondent 2:

I think you said it all

Other respondents: (laughter)**Respondent 2:**

Uhh The needs of society Oh I think at school they need to offer a variety of school subjects uhh schools now they offer very narrow multi-subjects and some people choose subjects and they never use it again when they out of school so therefore uhh they should give more subjects. Uhh (laughter) Shhh can I

Respondent 3:

Uhh (quiet) thinking of what Michael said I think its right that from standard six we need to do something more on our careers that we going to do in the future but then also we need the education that we are given in high school at the moment in order to be all round characters know what sorrounds us and be aware of whats happening around the world Does anyone agree or not?

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Other respondents:

Ja, careers will help individuals to secure life and serve the society.

Respondent 4:

I I think teahers are uhm (laughter) teachers have a great deal to do. This education business obviously ... they must okay if you have change in the education system uh in general you have to start with teachers teaching education teachers should learn what it means to teach us I should say

Respondent 5:

I think the way they are teaching us I think its wrong they should be more of our friends not not necessarily just buddy buddy but still a level of respect of more

friendly towards us more (cough) guiding us in what they do, and more liberal in their ways of teaching that just doing what they are told to do and telling us to do the same.

Respondent 3:

Ja (cough) I mean a really serious teacher you won't listen to him much I mean you think this guy is sort of scary, you won't know how what to do you'll be scared of doing thing wrong

Respondent 6:

Must be close to working close strive for something not just because you have to do it for the sake of doing the homework or for the sake of passing a test ... should be avoided you you want to go t school, want to get a good career after after school

Respondent 7:

And and strive to get whatever tertiary education or something like that varsity or whatever it may be

Respondent 3:

You seem to be studying uhh you seem to be studying fust because your parents say you must do physics because once you leave school that's the job you gonna have for the rest of your life and if you doing it just because your parents say so then you gonna lend in a crucial vary quickly and you gonna lend in a crucial life if you doing because you want to do it you'll enjoy it more.

Respondent 1:

Ja I think I think there should be a lot of more practical subjects in high schools because because of the fact that when one ets out of matric or when one matriculates we don't really know what we want to do and we don't have any qualifications to do it you just have to start from scratch



Researcher:

What do you mean by practical subjects?

Respondent 1:

I mean practical subjects like like more computer science more more industrial drawing, saff like that that one could use

Respondent 8:

I think that the trade the trade is gonna be the new thing for South Africa so the trade we gonna need like commerce we need it to develop South Africa into a developed country so fields like mechanics and whatever builders and tellers, etc should be expressed more in school not just in technicons or in varsity should be should get from standard six where you'll be able to learn about it in high school routines

Respondent 8:

Things are definitely changing and uhh especially very recently when we've come up with this new sort of teaching things being addressed in parliament okay and the moment we still following up like old policies and uhh British form of schooling like rugby and cricket and and sort of like schools are like Potchefstroom and you know this you can find like in your history texte books so they pretty old schools and now they are coming with like a new hero of education with the lot of the Black population which previously have like been deprived of the kind of education that we have here in Parktown uhh (laughter) okay.

Respondent 2:

Its like what we trying to do in Parktown to try and integrate subjects uhh integrate the old system or old traditions to get them into the new South Africa almost

Respondent 5:

You better do that?

Respondent 2:

We are doing that I would say from standard six school should be cosmopolitan uhh multi-racial pupils in standard six we have here I would say are mixed.

Respondent 4:

Ja ou are right (laughter)

Respondent 1:

And we try to mix without breaking traditions of the past as you know this is a very traditional school and we would want this to be kept up but while we do recognize that we there is definitely a changing South Africa issues are addressed all the time that would try and break those traditions the question of integrating them is a very key one and one which a compromise has to be found.

Researcher:

Okay could you elaborate on this thing of uh integration?

Respondent 1:

Okay integration ja, just with these subjects that we've been taught I mean I bet they were the same subject that were taught 20-40 years ago. Tha sport that we do at this school as Fransie said it is gonna develop more into one of soccer I'm sure although Parktwon would like to keep this tradition the way South Africa is going. Integration in classrooms

Respondent 4:

We would have we should have people who want to play rugby as well as those who want to play soccer a game for the culture which is the dominant one.

Respondent 5:

That's why we have to compromise as well

Respondent 1:

And with the language differences as well, maybe we gonna have to start teaching subjects in other languages like Tswana, Sotho Zulu stuff like the

Respondent 4:

I also have to learn as I said from the beginning Teachers gonna have to be taught new style of teaching basically at JCE they get taught ... uhh maybe they should also adopt more tertiary education type of teaching

Respondent 3:

Thy must lecture us

Respondent 4:

Jaaa, lectures, lectures jaaa in high school. uhh obviously matures the kids more than the system we got now I would say personally gets you ready for your tertiary education

Respondent 6:

Another requirement that teachers must change as well instead of just having these people that kind of leave school and go straight diploma and come out and start teaching before we should have people orientated in like the business would technical field people that have actually gone out there and worked as say in business or wherever because they will be able to give us a lot more valuable information of what actually is out there than just these people who have basically just gone way and not seen what (quiet)

Researcher:

What do you mean by techical field? Please elaborate.

Respondent 4:

I think a new approach to learning must be taken just basically to summarise uhh because uhh people need to know basic subjects like uhh how to read and write a bit of

maths but then again uhh just to like get used to the working world uhh there should be subjects that follow along these lines and uh (laugh) okay (quiet).

Respondent 6:

What other needs?

Respondent 5:

Oh what about religion?

Respondent 7:

Ja I think religion must be taken I mean the school study the subject called religion although we don't we don't learn that that that much about it. We should be learning about the different religions and heaven because South Africa has got such a lot of religions and we should be learning

Respondent 3:

That's cross culture.



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Respondent 7:

Jaaa to be tolerant about other religions.

Respondent 5:

That's why say Parktown is a very cosmopolitan school I mean we attend with guys Christian guys, Muslim guys. we have to cater for such type of people as we. Especially the school like Parktown that's why its probably a cosmopolitan school we have in Jo'burg especially being an all boys school

Respondent 8:

And high school education that's why it should be more career orientated than basically academic.

Respondent 1:

I that's a basic thing we have probably decided here that South Africa definitely needs to change the education system we can't keep up like this with more hands on approach more end towards tertiary level and towards the job market needs of South African education

Respondent 5:

Because we should be able to choose a career in standard six the beginning of your secondary whatever schooling you know

Respondent 3:

But then you can't do that.

Respondent 5:

But you have a basic accounts of whatever English, Afrikaans and Maths and then

Respondent 3:

But what if you decide to change later on in life? I mean something like you know.

Respondent 5:

You will have to do different courses or whatever What's the of people taking Geography or doing Geography when they want to become I don't know so you law something like that you know so you have to have more career orientated subjects in school

Respondent 6:

I think that guidance must also change. It must be taken much more seriously with a much more serious approach we must uhh I think what they should do at sort of every guidance session just basically ask people what they want to talk about I mean at that time you might have be a few things that really need to be uhh need to be uhh assessed talked aboute it can really help the people such as current events such as in uhh in

Potgietersrus with the racial tension uhm if they could address things like these in guidance (cough) and talk about everything from sex and drugs and alcohol to to anything just to basically show people that its serious and its not just something to be taken light it has to be also what people want to talk and forced to talk about. Instead of coming into the class and the teacher says okay sit down today we gonna talk about uhm drugs and uhh and people going out in the senate instead that should be more the students uhh student uhh empower in the class

Respondent 4:

But then you'll have to call for maturity level and ask people to abuse that priviledge or something that we getting. Also teachers have to have the authority with the discipline defintely uhh to keep the class in tact uhh that's why I say tertiary level ja tertiary level of education in high school the same type of lectures would be carried out here.

Researcher:

Is there still anybody who wants to say something? (quiet) are these your only needs? Could you elaborate on what you have just said?

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Respondent 7:

That's enough

Respondent 8:

I think also to add on we need to know what's available for us not there in the world because right now at school when we go for guidance uhh counselling you know the teacher tells us a few uhh careers that you can go to but then we need more careers that we can go to you know we need to know what's out there, we want to know what's available to us after school

Respondent 1:

I think they have to like also priorities what's important and what's not having career orientated subjects at school and then like the question of school uniforms and staff like that can like follow

Respondent 4:

It seems they follow tradision that's why we have an old boys' school that's we got certain types of school because if weren't interested in tradisional or school or then we go to we go to college exactly

Respondent 2:

I know but when we started school there was like all school wearing uniforms and (interrupted)

Respondent 4:

Then you shouldn't have come here in the first place (interruption)

Respondent 5:

School uniform makes a school a whole firstly ... makes you uhh it just cost money there are some people who can't afford, like uhh like underprivileged people, types of schools that can be built uhh (interrupted) by the government

Respondent 3:

How many bursaries are people receiving these days?

Respondent 8:

A lot of people get bursaries.

Respondent 3:

But those bursaries are not enough

Respondent 8:

Or are they not enough? There's many of them.

Respondent 8:

Okay like cheap sort of uhh structures being built.

Respondent 5:

Ja but Mark, you want to come to an expensive school like Parktown like St. Johns ... you have to have the money to do it

Respondent 6:

I'm not talking about me

Respondent 5:

Not you in general

Respondent 6:

I'm talking about the (interruption)

**Respondent 5:**

But you seem to be stressing the point of about yourself now

Respondent 6:

But I agree as much I said that education should be available to everyone and not just lower class education for the one's that cannot afford I think education should definitely be put on a power that everyone does the same work, same basics and then and then up to an advanced level because because education is a right for everyone

Respondent 3:

Education is a necessity.

Respondent 2:

Ja like uhh specially on TV we use this learning channel thing that try and open up opportunity for everyone who likes the TV suggestions be educated on this learning channels

Respondent 5:

That's pretty clever I think should add up more type of situations like that

Respondent 1;

Get it out to the nation

Respondent 5:

I think lets say instead of stressing on doing tests and getting reports basically school just seems to be preparing us for for further school for university I think instead one should forget about having some tests and reports and just use school more as uhhm take us out on on an outing show us take us to certain places to different like take us to different like take us to uhh businesses take us to mmm

Respondent 7:

For reconstruction of the country and

Respondent 4:

No no we want to be a developed country so how can we have all this straight down the line whatever to the system. the system at the moment doesn't seem to be working at all ..

Respondent 7:

If there's anything we could take it from going and visiting uhm businesses to to look at uhh.

Respondent 4:

Buildings

Respondent 7:

Ja buildings looking at even alcohol abuse centers and show the effects that the world has on people and what it can do to people we can look at drugs and Aids centres.

Respondent 4:

And change the population, as a whole whatever educate them and by other means or whatever some-other some other.

Respondent 6:

Instead of trying to maintain these high standard. Ja, ja whatever you do you trying to be the best but not succeeding in that you know the main thing is the moment so we have to change with the time we can't keep the old staff the staff with its old time. It has to be something something different

Respondent 3:

Especially education, it has to change

Respondent 4:

Because that's ja that's sort of a foundation of where the people uhh from here we go to to

Respondent 3:

To roots.

Respondent 4:

Ja from here we go owning buildings and whatever etcetera buildings staff, creating job opportunities for other people we need to be educated to that much instead of learning about history or something of America or Russia we want to get rid of it it doesn't it doesn't mean anything to us

Respondent 1:

Ja, the basic the basic thing is that at these schools we are taught stuff and then we have to reproduce it. I think school should be a much more a much more open thing where we discover it for ourselves and the they need not so much to teach us on a textbook and we have to write it straight back down again or answers. I think school should be more of a discovery thing that education us as well as as well as giving us the onhand experience. I think I think that's jaaa that kind of thing

Respondent 5:

It seems as if all schools are trying to do is be the best you know, trying to beat the other schools by showing how good the matric pass rate was, and this and that where we should just be basically trying to forgetting about being the best and pride and taking like ten years to just reconstruct the whole system no matter how hard it is, and the effect is gonna have on us we have to do it sometime because it will be better for the uhh for the future than just carrying on the way that we going (quiet)

Respondent 1:

Uhm education is like uhh not something that's just like textbooks and books uhm education is like everyting it involves much more than just history or biology textbook whatever is written down in that text book It's much more in the world tan, whatever is prescribed in the syllabus and uhm I think that's all well I'm finished. (Silence)

Researcher:

Are these your only needs?

All respondents:

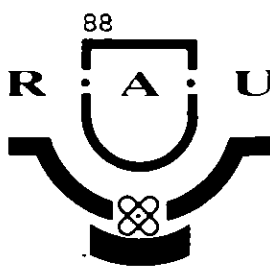
Yes jaaa (laughter)

Researcher:

Thank you again for coming.



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14 February 1996

TO WHOM IT MAY CONCERN

Ms E Mzankomo is a registered M.Ed. student at RAU doing research in Curriculum Studies.

It would be appreciated if she could interview a group of Std 9 and 10 pupils from schools in the region of the Gauteng Department of Education during March 1996.

Yours faithfully



DR HC GEYSER
SUPERVISOR