

THE EFFECT OF CHANGES IN SOCIETY
ON THE
PEDAGOGIC RELATIONSHIP OF TRUST

BY

VUSUMUZI SIMON DLAMINI

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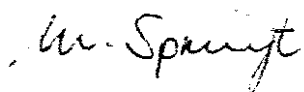
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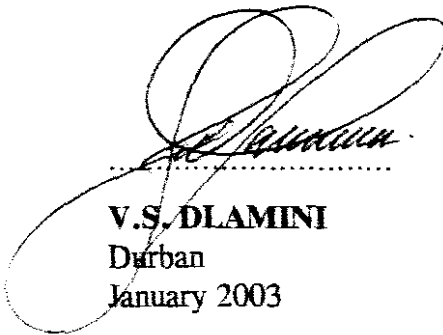
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DECLARATION

I hereby declare that:

The effect of changes in society on a pedagogic relationship of trust is my work and that all sources that I have used and quoted have been indicated by complete reference.



.....
V.S. DLAMINI
Durban
January 2003

DEDICATION

My dissertation is dedicated to:

- Willie Dlamini and Jessie Dlamini (*uMaMbatha*)
- My late father Mhlanganyelwa Aaron Dlamini
- My mother, Thokozile Soslinah Dlamini
- My wife, Ntombifuthi Carol Dlamini (*uKaMaphanga*)
- My children Simphiwe, Siphesihle, Sinethemba and Sanelisiwe

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SUMMARY

This study involves an investigation into the effect of changes in society on the pedagogic relationship of trust. An attempt was made to look at these changes in general and how they have affected the learner-educator relationship of trust.

The literature study has revealed that educators have problems in adjusting to the introduction of the human rights culture in the classroom, as part of a broader political change whilst maintaining their authoritative guidance. These changes include internal factors like the family, divorce and separation, single parenting, family violence, women empowerment, child abuse, polygamy, extended family and peer pressure. There are also external factors like parents' social class, political change, economic change, technological change, demographic change and the change in value systems and future perspective that were explored.

In order to gain insight into the impact of changes in society on the pedagogic relationship of trust, a literature study on *inter alia* the three relationship structures was undertaken. The investigation was aided by an empirical study comprising a structured questionnaire completed by educators in Umlazi and Umbumbulu districts. The study has confirmed that the relationship of trust is affected by changes in society. The study has also revealed that most of the experienced educators have since left the education system through voluntary severance packages. Both the literature study and the empirical survey have revealed that educators have misunderstood the learner's freedom of expression in class as a threat to their authority. The study has also shown that there is a need by educators to accept change and democracy before they deal with learners from a highly politicised society. It has also been revealed that the present economic policy and redistribution of wealth have failed to provide employment opportunities and as such, the crime rate has increased. The impoverished society is therefore not taking care of learners' needs from home,

by instilling the right values and morals, hence the increased rate of rape and sexual abuse of learners.

In conclusion, a summary was presented and based on the findings of this study.

The following are some recommendations that are made:

- Parents, members of the Governing Body, principals, staff, management teams, learner representative councils and Student Christian Organizations should use democratic values and principles to implement policies and procedures. The vision and mission of the school should be clearly known to all stakeholders. Information should circulate freely amongst all involved.
- Educators should strive to interact with learners in a manner that values and respect for human rights emulate from interaction.
- Educators should conduct regular searches with observing the dignity of the learner, identifying learners in possession of a firearm, drugs or harmful substances, stolen property or pornographic material.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The South African society is in the process of undergoing major changes on all fronts. Its future will to a great extent be influenced by the relationship of trust between educator and learner. As a result of a new constitutional dispensation in South African societal changes have accelerated. Both learners and educators who have to face the challenges are now being confronted with the demands of this dynamic society.

The primary purpose of this study is therefore to establish the influence of certain internal and external factors from the changing society on the educational relationship structure of trust.

1.2 ANALYSIS OF THE PROBLEM

There are complaints from the parents that the culture of learning and teaching is no longer stable. The department of education and culture has admittedly established an initiative called the Culture of Learning and Teaching Services (COLTS). This means that there is a serious problem about effective teaching and learning.

Negative publicity about school activities has been made. Pillay (1999:23) mentioned the following:

- The poor children are suffering at the expense of teachers.
- Poor parents cannot take time off to attend to their children's problems at school.

- Teachers are all too ready to ask for increases in salaries but go on class boycotts, with due respect to a few who remain dedicated to work.
- Militant teachers out there must take heed of the absentee rate at schools before they decide to *toyi-toyi*.
- Most teachers, especially in Indian schools, send their children to Model-C schools because they are aware of the situation in their schools, therefore they do not wish their children to be exposed to an environment of this nature. This indicates that learners cannot trust that educators will consistently come to class. Hence the need by the department to establish the COLTS.

On the other hand, there are reports like "Primary school children bust for drugs ... addiction is affecting school-goers as young as nine years of age" (CHALA, 2002:3). This report was based on the three learners from Tlhasedi Primary School near Pretoria who were admitted to hospital after using Mandrax. The boys agreed between nine and thirteen, were allegedly also selling drugs at school. This *inter alia*, has an impact on the relationship of trust. This report also mentions that there are learners as young as fifteen years of age at the rehabilitation centres. The research by the South African Epidemiology Network on Drug Use reported that in Gauteng alone in 1999, 11,1% children in treatment centres are primary school children. The number of children under fourteen years of age using drugs had increased from 0,9% in 1998 to 2,1% in 2001.

Professor Kader Asmal (Nyatumba, 1999:16) complained about compounding disruptions caused by inexcusable behaviour of militant union demonstrations and regular chalk-downs and strikes that leave pupils way behind on their work each year. This confirms that there is breakdown in trust between the educators and the learner.

Van de Merwe (2002:6) states that there is no class equality in education because the complex compensatory formula applied to teacher distribution does not close the gap. She states that some live in abject poverty in rural communities, others have wild learning disabilities or find themselves having to make sense of difficult subjects in a second and third language. They will have to compete with children from middle class or high-income households who have ready access to learning aids from an early age and attended well-resourced schools. If this formula does not close the inequalities, learners still will suffer and education will suffer. This may impact on the pedagogic relationship of trust.

Bissety (1999:9) states that in education there are still inequalities between the rich and poor, rural and urban schools are growing as the disadvantages stay disadvantaged. All the promises of free and compulsory, new and improved schools, libraries and laboratories, free textbooks, access to tertiary education and adult literacy classes for all, are not fulfilled. Learners lose confidence in educators if those promised facilities are never provided for.

Therefore, something has to be done to restore stability in the society. Education is an effective way through which the youth could be properly educated. The entire social fabric of family and society has collapsed. It is time to teach our youth values (Moodley, 2002:7).

The value system in our homes, schools and in society have been relegated to the periphery. Parents, schools and society today no longer nurture the youth as expected of them. Modern technology has split the sanctity of the family. Parents today are economically active and are aspiring for “gender” equality in all fields, at the expense of taking care of the child. The child loses the parents’ attention. Today morality is outdated, spirituality is laughed at, and religion is forgotten. Reverence to superiors, devotion to ideals, piety and kindness are considered impediments to worldly ambitions (Moodley, 2002:7). These affect the pedagogic relationship of trust

1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study concerns the pedagogic relationship of trust. In essence the study intends to address the following problem:

- What is the influence of a changing society on the pedagogic relationship of trust between the educator and the learner?

1.4 ELUCIDATION OF CONCEPTS

1.4.1 Change

- According to Chambers (1991:1148), change means the act or instance of making or becoming different. It means an alteration or modification of something. Change is an omnipresent phenomenon in all organizations that are in continuous exchange with their external and internal environments, their values and resources in order to grow.

In South African education there have been changes brought about like:

- a new, single education system consisting of a national and nine provincial education departments,
- new legislation,
- educational functions assigned to the national and provincial governments,
- new advisory and consultative bodies were established, and
- new educational bureaucracy appointed.

Change, therefore, has two components called the environments (Bisschoff, Chaston, Oosthuizen, 2000:13).

- **External factors:** This involves a new constitutional dispensation, leading to new priorities in the provision of education and the utilization of resources in the total education system. These changes then activate the internal changes.

- **Internal factors:** This involves the provincial department, schools, training institutions and area offices. It also involves the openness to interaction, consultation and input concerning new policy with partners and stakeholders outside the education system.

Seven forces driving change (Greybe, 1999:223):

Technology

Adjustments are made in the process like education, management, administration, systems, processes and procedures and the gathering and translating of data. This happens as a result of change, improvement and renewal of technology and information systems.

Social interaction

New relationships and partnerships between education authorities, professional teacher unions, parents and pupils, social interaction and change occur daily.

Interactivity

When partners in education cooperate in an interactive way and establish new guidelines for appointments and promotions and participate in the process; change is stimulated.

Competitiveness

Competition between any institution and the striving to improve performance are stimulated by some efficient service provision, prompt resolution of queries and the implementation of renewing management strategies.

Optional

The tendency to initiate change, which is only of relevance to their own functioning to that particular sector.

Incremental

This is done when everything runs smoothly and only small changes are implemented e.g. the increase in service delivery to parents and the community.

Transformation

When a system does not function effectively or external and internal forces forces on fundamental change transformation is appropriate

Reframing is the mental shift from what the organization is to what the ideal can be. Fresh, innovative thinking, new intentions and functioning are emphasized.

Restructuring is a new form of organization that is more streamlined and efficient in its work with more energetic execution of its tasks and functions resulting to a new economic approach and activities. Project-based financing, service delivery, value analysis and utilization of resources are also emphasized.

Revitalizing is the ability of an organization and its employees to function with vitality and vigor. It implies an energetic, efficient delivery of service, effective provision of education, the closure of partnerships, utilization of modern technology and continuous liaison with all stakeholders.

Renewal is the human dimension of transformation and culture of an organization. The emphasis is on the investment in people, through the provision of time and money for the continuous training and development of people in the organization. It is the most powerful dimension of transformation.

Transformation is a form of change, which holistically turns around the organization and has four components:

- Reframing.
- Restructuring.
- Revitalizing.
- Renewal.

At this point in time South Africa is involved in major societal changes.

1.4.2 Society

A comprehensive territorially based social grouping that includes all the social institutions required to meet basic human needs (Popenoe, Cunningham & Boulton, 2000:479).

It is a collection of people who share a common identity, a feeling of unity and collective goals (Popenoe, Cunningham & Boulton, 2000:50).

All types of societies have the following traits (Olsen, 1968; Popenoe, Cunningham & Boulton, 1990:50).

- All the social relationships of a society's members occur within the boundaries of a society.

- A society establishes the social procedures and mechanisms by which resources are obtained.
- The final authority to make decisions and resolve conflicts rests within a society.
- A society is usually the highest level of organization to which its members are loyal and which they are prepared to defend.
- All society's members share a common and unique culture and usually a common language (Popenoe, Cunningham & Boulton, 2000:50).

The following types of societies are identified (Giddens, 1990:5):

- The hunting and gathering societies: These consisted of small number of people, gaining their livelihood from hunting, fishing, and gathering of edible plants. There are fewer inequalities in these societies, differences of rank or position are limited to age and sex.
- The Agrarian societies: These are based on small rural communities without towns or cities. The human mode of gaining a livelihood is through agriculture, often supplemented by hunting and gathering. These societies have stronger inequalities than among hunters and gatherers, and are ruled over by chiefs.
- Pastoral societies: Society, which depends on the tending of, domesticated animals for their material subsistence. They are usually marked by distinct inequalities and ruled by chiefs or warrior kings.
- Traditional states or civilizations formed by these societies: Agriculture is still the main source of income but cities exist in which trade and

manufacturing are concentrated. There is a distinct government headed by a king or an emperor. These are major inequalities between classes.

- **First world societies:** These are societies based on industrial production, with a considerable role allowed to free enterprise. A small portion of the population works in agriculture, whilst the majority of the people live in towns and cities. These societies form distinct political communities or nation states.
- **Second world societies:** These have an industrial base, but where the economic system is planned centrally. A small portion of the population works in agriculture and most people live in cities. They form distinct political communities or nation states.
- **Third world societies:** This is a society in which the majority of the population works in agriculture and lives in rural areas, mostly using transitional methods of production. This kind of economic system could either be a free enterprise or a centrally planned economy. They are formed of distinct political communities or nation states (Giddens, 1990:55).

According to Durkheim (Popenoe, Cunningham & Boulton, 2000:59) there are two societies:

- **A society based on mechanical solidarity.** Those are held together because their members perform very similar economic roles and therefore share the same values.
- **A society based on organic solidarity.** These are societies held together because their members perform very specialized economic roles and are therefore highly dependent on one another.

The other distinctions between societies are:

Communal	Associational
An unspecialized society where the family is the most important unit and social relationships are highly personal. Custom regulates behaviour.	People have more specialized tasks. The family is less important and social relationships are impersonal. Law, rather than custom, regulates behaviour (Popenoe, Cunningham & Boulton, 2000:58).

1.4.3 Theory of pedagogic relationship structures

The education relationship reveals a complex structure of relationships. This relationship structure consists of a number of unchanging relationships without which the education relationship ceases to exist (Du Plooy, Griessel & Oberholzer, 1993:95).

This study will attempt to explore the three basic pedagogical relationships of trust, understanding and authority, distinguished by W.A. Landman with the emphasis on trust within the structure of the education relationship.

The Concise Oxford Dictionary (Chambers, 1991:1148) defines trust as a firm belief in the reliability or truth or strength of a person or thing, or a confident expectation. In the pedagogic situation the educator must realize that the presence of the educand compels him to assume responsibility with a view to "unfolding" their association and relation of trust.

The educator must be confident that his change will be able to achieve something. The educand must sense an unconditionally acceptance of him as a person who needs the guidance of his educator whose presence provides a feeling to the child of being safeguarded, and which is accompanied by

peacefulness. The educator who reveals to the educand his willingness to associate with him and to care for him as someone in need, will strengthen the child's trust in an educative association with him (Du Plooy & Killian, 1981:67).

For the purpose of this study the pedagogic relationship structures will serve as the theoretical point of departure.

1.4.4 Educator

An educator shall mean any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an education department.

1.4.5 Values

Values shall refer to the fundamental values of the Constitution of the Republic of South Africa and its relevance to education.

1.4.6 Gender

For the purpose of this research, he shall embrace both female and male gender when referring to human being engaged in the study.

1.5 THE PURPOSE OF THIS STUDY

The aim of this study is:

- To pursue a study of relevant literature pertaining to the influence of the changing South African society on the relationship of trust.

- To undertake an empirical investigation regarding the influence of the changing South African society on the relationship of trust.
- To formulate certain recommendations for educators, the department of education and other stakeholders.

1.6 RESEARCH PROCEDURE

1.6.1 Research methods

Research with regard to this study will be conducted as follows:

- An overview of available, relevant literature in order to base this study on an accountable theoretical base. An empirical survey comprising of structured questionnaire to be completed by educators and learners.

A questionnaire with three response categories (Agree, Disagree, Uncertain) will be constructed. The three-response categories will ensure that the respondents fall in one of the categories enabling the measuring of the direction and the intensity of feelings.

1.6.2 Sampling methods

A randomly selected sample of at least 150 respondents in the greater Durban area is envisaged. Permission to approach principals of schools will be requested from the district managers of the districts affected.

1.6.3 Analysis of data

The primary data will be scanned and subsequently transferred to a data analysis programme and descriptive and inferential techniques will be employed for the analysis of data.

1.7 FURTHER COURSE OF THIS STUDY

In chapter two attention will be given to the educational relationship structures with special reference to the relationship of trust. The influence of certain internal and external factors on this relationship will be scrutinized.

Chapter 3 will focus on the research design and methodology.

The research data will receive attention in chapter 4.

Chapter 5 will provide a summary, the findings of the research and certain recommendations.

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CHAPTER 2

CHANGES IN SOCIETY

2.1 INTRODUCTION

As a result of developments in the political arena and a new constitutional dispensation in South Africa since 1994, societal changes have gained momentum over the past few years, affecting every conceivable sphere of life. Adolescents, who already have to face the challenges of their life phase, are now also being confronted with the demands of this dynamic society. The connection between society and education means that adolescents require knowledge, attitudes and skills, which will equip them to handle their life situations successfully and to lead meaningful lives. If they are adequately equipped with life skills, they will probably be better prepared for the society in which they will participate. The primary purpose of this chapter is to establish the impact of the changes in society on the educator-learner relationship.

2.2 A PEDAGOGIC RELATIONSHIP

A relationship is an attitude adopted, that is an authentically human standpoint, for only humans can adopt an attitude, initiate a relation and maintain it (Griessel, 1988:54). A relationship is very important between the educator and educand in a classroom. Education is an assistance given in the founding of meaningful relations in the immediate situation in which the educator finds himself, with the aim of eventually initiating independent meaningful relations by himself. A pedagogic relationship has some essential features (Griessel, 1988:54):

- It is unique and is expressed in non-recurring situations in which unique people are involved.

- It indicates a gradual inequality between adults and adults-in-the-making. A child is a full human being who is dependent on an adult to find his way of adulthood. His dignity has to be respected. The adult has a strong responsibility to support the child to finding his way through the world independently, and to selecting and ascribing meaning to life.
- The educand needs an adult. He initiates the education event by addressing an appeal for support to the adult. The child is completely lost without co-existence with his fellow human beings.
- It is a dialogue where the educator is heard and his questions are answered, so that the learner feels safe. The learner will have courage and confidence to carry on with the dialogue, guided by the presence of the educator, to whom he can communicate his needs.
- It is a binding relationship because of its pedagogic tie of love. This love forms the substructure of all pedagogic support.
- In a pedagogic relationship the educative assistance consists of opposition to the educand if his own choice hampers his becoming someone, or in agreement when he does something meaningful that will arouse and support the child in arriving in a worthwhile way at the independent orientation to the world.
- It is a constellation of relations in that it consists of a number of unchanging relations without which the education relationship ceases to exist.
- The pedagogic relationship consists of three relations within the structure of education relation, grouped under the term "pedagogic relation structures", namely the relationship of knowing (or cognitive relation), also known as the relationship of understanding, the relationship of authority and the

relationship of trust. These relationship structures will be explored as they form the cornerstone of the pedagogic situation.

(1) The relationship of understanding

A relationship of understanding refers to the educator/learner who is sensitive to the feelings and needs of others; an understanding of the other person, his interests, strengths and weaknesses. It also entails a conscious effort to understand why a person behaves in a particular manner, not to scoff at the learner's weaknesses or shortcomings but to be able to help the learner to overcome his handicaps, to improve the personal understanding and self-image of a learner and to be able to live with a learner (Steyn, De Klerk & Du Plessis, 1997:61). The educator should have the ability to put himself in the place of a learner, to view the world through that of the learner's eyes, thus coming to an understanding of how the learner experiences life. The educator will then have empathy for others.

It is important for the educator to respect the learner for what he is as part of the class and community. The educator should accept the learners for what they are and to make the best of the qualities with which they have been endowed. He must accept both their good qualities and their shortcomings and limitations. The educator should attempt to improve their handicaps and enhance their positive qualities. Educators should use education to add value to the personality and character of the individual learners. They should accept the child entrusted to them for education for what the child is. No child is perfect nor is there any child that has revealed to the full any latent potential it possesses; therefore, the child still needs the helping and guiding hand of an educator in order to become what the child is capable of becoming (Steyn, De Klerk & Du Plessis, 1997:62). It is therefore regarded as immoral for the educator to deny or refuse to accept the child whose education is entrusted to him.

(2) The relationship of authority and discipline

This relationship emphasizes integrity as the attitude of respect for and service to others (Steyn, De Klerk & Du Plessis, 1997:64). Discipline means to make someone a follower, person who voluntarily and obediently takes guidance. He subjects himself to certain norms and standards and value systems that he accepts as the guiding light for himself and therefore obeys (Steyn, De Klerk & Du Plessis, 1997:64). That, in essence, is an observation of authority. Discipline is an expression of being a follower, but is not a blind obedience to a certain person as a leader. Personal discipline is based on choices made by an individual by virtue of his attitude as a free person with the ability of free and independent choices and decision-making. The child accepts authority because of his need of support. It is not equated with force, punishment and suppression. Its chief component is the assistance in proper progression to adulthood. It has the following key constituents (Griessel, 1988:58)1:

(a) Appeal

Education is giving help to the educand by addressing him and appealing to him to answer. This address is a call to action, an appeal requiring a response, a call to adopt a standpoint. Therefore, the educator must very carefully listen to the child's response, since the ultimate aim of education is the activation of the will and conscience, so that eventually the child will of his own free will respond to the appeal of the demands of propriety by voluntary practice of what is worthy of approval and aspiration. On the other hand, the educator is obliged to offer sympathetic educative authoritative guidance by the obvious need of the child. Through his example and loving persuasion, and without the aid of authoritarian compulsion, despotism and tyranny, he calls upon the child to be different because he can be different.

(b) Obedience

Obedience is an essential and fundamental structure of education. It results in listening, choosing and acting in accordance with what is valuable in life. The silent repentance, the reflection and the obedience that comes from the heart are the first steps towards moral self-determination as freedom towards responsibility. This ideal implies unconditional obedience to the authority of norms.

(c) Tension

Tension is an integral part of being human and so also has the relationship of authority. Directive moments in the relationship of authority, intervention and disapproval manifest themselves as positive interventions in the course of the child's life. The educator is compelled to confrontation since as a representative of norms he himself is obliged as a responsible human being to concern himself with the child, because as an adult-in-the-making, the child's intentionality (going out to life) must be subjected to evaluation and correction by an adult. The intentionality of a learner is therefore guided and accompanied over ever-higher levels of realization. The tension that ensues when a child is confronted with the demands of adulthood makes education possible. The learner's tension is aroused when he is told to free himself from a haemostatic way of life and to proceed to a dynamic, outward, meaning giving movement. This is called a pedagogically activated genesis in the direction of his own future. Tension is therefore necessary to an educative encounter. The educational doctrine that advocates practice without tension and is free from confrontation does not take into account tension as an artifact of being. Encounter between human and human brings tension, a never-ending inexhaustible dialogue between human and his fellow man in co-existence. It is a fruitful tension but should not lead to stress, which may impact, negatively on the learner's performance in class.

(3) The relationship of trust

Acceptance by the teacher is a prerequisite for establishing a relationship between teacher and pupil (Steyn, De Klerk & Du Plessis, 1997:62). Children constitute a great diversity on entering the teacher's classroom. They represent a wide variety of divergent conditions: physical, mental, domestic, cultural, etc. Accepting the child and collecting information about the child's individual circumstances establish knowledge of the child. The teacher should try to arrive at a total impression of the complete living conditions, so that he will understand the child's behaviour. This will also generate compassion for the child, which, by virtue of his professional training, he can convert to positive assistance. An educator should possess a positive attitude towards a learner, which in turn will create trust on the part of the learner that the teacher is on his side and therefore means well. As the learner knows that the teacher offers him the necessary security that also builds trust on the side of the child. The existence of mutual understanding and mutual trust between the educator and the learner leads to mutual respect. It is therefore important that the teacher understands and respects the child so that he in turn will be understood and respected (Steyn, De Klerk & Du Plessis, 1997:63). According to Griessel (1988:61) trust is a characteristic fundamental to the child's way of being in the world. There are four moments by which the trust relation is constituted.

(a) The establishment of a relationship of trust

(i) Trust

The earliest and purest form in which the education phenomenon appears in the life-world is seen in the parent-child relation. The father and mother promise to be loyal to each other in the marriage tie. On the ground of confidence in each other a child is conceived and they trust that their brightest hopes for the child will not fall by the wayside.

Through the bodily presence of the mother and father, who accept the child, the child is taken into a world constituted by humans.

(ii) Acceptance

Acceptance is no conscious, rational, planned act. The educator encounters the child in the relation of love on the basis of natural, spontaneous affection. Acceptance depends on faith, hope and love. The educator accepts in humility that it is his task to take the child by the hand and guide him, whilst the educand accepts the guidance of the adult educator because of his natural need for help and his own desire to become someone.

(iii) Expectation

Without acceptance there is no expectation, which prevents the child's future bearing fruit. To be accepted means to be involved in becoming someone, as encountering and being encountered, and living in the hope of being encountered and accompanied. Acceptance is one of the fundamental structures of being human; because when parents reject children they may be subjected to behavioural deviations.

(iv) Entrustment

Where there is mutual acceptance and mutual trust the dialogue will flourish. The yearning for safety and shelter has been satisfied. The child is aware that he has been taken by the adult intends to look after him. The assurance that he means something and is seen as a human being in his worthiness perpetuates in the child the confidence to venture into the future. The accepted child gives to the accepting adult the satisfaction of feeling anew his responsibility because of the child's unconditional way of entrusting himself to the adult. The reciprocity of

the trust relation reveals itself in entrustment. The child entrusts his future, his whole existence to the educator. The educator too, must entrust himself to the child. This he does to set an example as an educator, but by transferring increasing responsibility to the educand he shows that he trusts the child sufficiently to leave important decisions to him. When the child entrusts himself to the educator he must not be accepted only as he is, but also as what he wants, has and ought to be and so the child is not looked upon coldly and unsympathetically, but is considered as a fellow human being (Griessel, 1988:62).

According to Griessel (1998:62), there is an interconnection between these three relationship structures: The relationship of authority, which is a prerequisite for supporting a child in need of support, depends on the relationship of understanding. The relationship of understanding offers the child the possibility of obtaining, through exploration and understanding, a firm grasp on the world and on life. This intentional reaching out for certainty and security is a response to the appeal made to him by the educator, which he must answer in obedience and authority. The sympathetic authoritative leader must possess sound knowledge of how to use his knowledge to provide support for each child in his uniqueness. Therefore, authority should be expected with due consideration of the childlike nature of the child, so that the child may be understood from his special situatedness. This implies the relationship of authority is inconceivable (without trust) in which the child together with an adult trustingly ventures into the future. Knowledge brings respect as an understanding of shortcomings. Authority as subordination creates a safe, trusted space as solidarity. Trust is the cornerstone of education and is perpetuated and obtains a particular depth because of understanding and sympathetic authoritative guidance.

(b) The pedagogic situation

A situation is all the data by which a human being is confronted at a particular time. He is dynamically involved with the total reality, communicating with himself, his fellow human beings, God or a supreme being (Griessel, Louw & Swart, 1998:21). The pedagogic situation is one in which an educator and an educand associate with each other, and which is affected by the relationship between parents and their child (Du Plooy & Killian, 1981:58). It takes place purposefully and purposively. It is dynamic because it takes a specific course, where adult and child are actively involved in specific activities that are designed to allow a learner to use his potential and capabilities to construct his knowledge. It is made up of three components, namely the educator, the educand commonly known as a learner, the educator and the content. To occur, a mutual relationship must exist between the educator, educand (learner). According to Du Plooy and Killian (1981:58), the educator is particularly bound to the child because:

- he knows him;
- trusts him; and
- leads him sympathetically when exercising authority (Du Plooy & Killian, 1981:58).

(i) Trust and the educative encounter

Trust becomes more and more intimate as both the educator and educand associate with each other. This results in a learner feeling that the educator is more accessible and that the educator is considering the learner's needs and helplessness. The learner experiences that he is being cared for and is being treated with co-humanness. The educator should adopt an attitude that is highly inviting to the learner in an endearing and sympathetic manner. The educator should be available to the learner as per need. Since there is always a "genuine trusting" in

the educative encounter in an atmosphere of love, moments of educative possibilities reveal themselves. The educator should always be in a position to decide when to assume responsibility for educative intervention.

(ii) Trust and the educative intervention

The bond of trust must become firmer over time. The educator should take the initiative to intervene without damaging the child's dignity, or his trust. He should give reasons for reproach and disapproval and explain that his actions are governed by his convictions are governed by his convictions, which prescribe to him what is right or wrong, true or false, good or bad (Du Plooy & Killian, 1981:68).

(iii) Trust and the return to the educative association

This implies a volitional, conscious self-determining act of the educand in his relation to whatever comes his way. The educand returns to the educative association by putting into practice knowledge gained (Du Plooy & Killian, 1981:68).

The following contribute to a pedagogic relationship of trust (Griessel, Louw & Swart, 1988:110-117):

- Since learners have personality differences and socio-economic differences, they will learn in different ways, therefore the teacher should consider individual differences when dealing with learners in class.
- Educators should provide sympathetic authoritative guidance and security to learners in the classroom.

- The educator's authority must not be equated with force, punishment and suppression, but it must be through the implementation of the basic requirements for effective discipline where the teacher shows love for the child, fosters respect and trust in him by allowing the learner the freedom to take up the responsibility. He maintains a friendly dialogue at all times, and employs strictness tempered with empathy and understanding.
- An educator should have self-confidence, courage, tact, firmness, fairness, enthusiasm, justice, love, empathy and sensitivity for the individual's problems.
- In a didactic-pedagogic intervention, in order to lead, advise, praise, guide, and approve, restrict, prohibit, disapprove, admonish, force, punish, etc. the educator should vary his approach when dealing with different learners.
- Educators should have concern for an intense and authentic interest in the child, with sympathy and sharing, have words of encouragement and hope at all times, pay personal attention and acceptance, as if the child is his own.

2.2.1 Characteristics of an effective teacher

Most of the times the improvement of education at classroom level starts with the teacher making a decision about grouping procedures and the choice and use of curricular materials. Effective instruction starts with teachers in the classroom. This has two important implications (Creemers, 1994:97):

- A teacher as a central factor has to make a lot of decisions at classroom level about goals, the allocation of time to groups or individual students, use of material and their own instructional and management behaviour during the teaching process.

- To guide the planning of the teaching process the development of effective arrangement and central ideas are of crucial importance.

Teachers are the crucial factor in education at classroom level. They are the only factor that makes education in general to be more effective. The following characteristics of a teacher therefore become important (Creemers, 1998:88):

- Management of the classroom to create a situation where learning can take place. This means an orderly and quiet atmosphere in the classroom.
- Provision of homework. A clear structure of assignments, supervision and evaluation of homework.
- Expectations that teachers have of their abilities to influence student outcomes and what teachers do.
- Clear goal setting. This means a restricted set of goals and an emphasis on basic skills and on cognitive learning and transfer. The content should be relevant to the goals.
- Structuring the content. This means the ordering of the content according to the hierarchically ordered goals, by using the learners' poor knowledge to increase their own contributions and responsiveness to learning.
- Clarity of presentation. This means the transfer process itself is without vagueness and incomplete sentences.
- Questioning keeps students at work and can be used to check their understanding.
- Immediate exercise after presentation. These provide a check for understanding and can be used to clarify problems.

- Evaluating whether the goals are obtained, by means of testing, providing feedback and corrective instruction.

According to Austin (2000) there are ten principles to improve teaching and learning, based on research.

- Active learning is more effective than passive learning. It means that students' active learning occurs when the students use mental and physical energies to make meaning. The saying "Learning is not a spectator sport" implies that students explain and teach others by:
 - Asking students to explain to various audiences what they have learned.
 - Using discussions, peer critiques and team projects.
- Learners need to know what is important to be learned. This means that students need to know what is super ordinate or subordinate and what is central or in the background. Novices do not have experience in evaluating information in a new field.

The implications therefore are:

- Point out landmarks.
- Provide conceptual maps.
- Write out key points of lecture.
- Use "Minute papers".
- Learners can remember more when they make meaningful connections between what they already know and what they are learning. New information and ideas must be meaningfully connected to prior knowledge. Learning involves creating a personal understanding of what is being taught and connecting it with prior knowledge.

The implications are:

- Highlight the structure of the course.
 - Provide many examples, illustrations, descriptions, metaphors and analogies.
 - Ask students to provide their own examples, metaphors and analogies.
- Learning is affected by prior knowledge. Learners have prior knowledge. Habits, preconceptions and misconceptions can be barriers to learning. In order to help students learn, a teacher needs to have some sense of their prior knowledge.

The implications are:

- Ask students about the “muddiest point”.
 - Discuss how students can use feedback they are given.
 - Ask students to self-assess.
- The ways teachers assess and evaluate students affect how students study and learn. This means that students want to know what is important. Test questions should indicate what teachers believe is important to know and understand.

The implications are:

- Be sure test questions emphasize what is important to be learned.
- Give students examples of test questions.
- Encourage students to practice and get feedback on sample test questions.

- Learning takes lots of time. The sayings “time plus energy equals energy” and “learners must put time on task”, implies that students need to learn time management.

The implications are:

- Explain to students that mastery requires time.
- Have students keep study logs.

- Learning to transfer knowledge or skills to new contexts requires much practice. It means that students may have trouble changing contexts and applying ideas or skills to new situations.

The implications are:

- If transfer is important, teach it.
- Explain the difference between general principles and specific examples.

- High expectations, coupled with appropriate support, encourage high achievement. This means all students benefit from high expectations. Students new to a subject need more support than experienced students.

The implications are:

- Find out what students expect of themselves.
- Tell students what you expect.
- Invite successful previous students to speak to the class.
- Provide more support when students are new to a subject.

- Teachers can influence students’ motivation to learn. This means that students are motivated if:

- They see the value of what is taught.
- They think learning will help them achieve other goals.
- They believe they can succeed.

The implications are:

- Give examples of why the topic is important and relevant.
 - Show the link between successes in the area of study and students' long-term goals.
 - Help students self-assess, identify and build on their strengths, and help them get support or assistance for their weaknesses.
- Interaction between teacher and student, and between student and student, helps encourage learning. Therefore learning is enhanced when students feel the teacher is interested in this. Learning is also enhanced when students work together. Students benefit from structured interactions focused on achieving important learning goals.

The implications are:

- Learn students' names.
 - Use classroom assessment techniques to support and improve students' learning.
 - Provide guidelines for group work.
- Learning is enhanced as learners assume responsibility for monitoring their own learning. Students need to learn how to be good learners. Academic staff in every field can help students learn such skills.

The implications are:

- Talk with students about study skills and about self-regulating their studying.
- Have students keep study or learning logs.
- Have students write about changes in their work and study strategies over time.

It is clear that the twelve principles discussed above can make the teacher more effective in class because they are based on how the teacher should generally know the learners, besides taking into account their uniqueness and individual needs.

In the light of the above characteristics and principles that enhance effective teaching, thus contributing to a pedagogic relationship of trust, it is important to look at the changes in society which may impact on this very important learner-educator relationship.

2.3 FACTORS INFLUENCING CHANGE IN SOCIETY

2.3.1 Internal factors

These are factors in a society that disrupt families. The factors to be considered for the sake of this study are the family itself, separation and divorce, single parenting, family violence, women empowerment, child abuse, alcoholism, teenage pregnancy, drug abuse, polygamy, extended family and peer pressure (Gasa, 2001:10-36).

(1) The family

It is the basic institution of society, the first and foremost social unit where the basis of education is laid to a child. It is defined as a relatively small domestic group of kin who function as a cooperative unit (Popenoe, Cunningham & Boulton, 2000:92). As society changes the family is also affected. The South African family is also proving to be part of this dynamic change because there are, according to Popenoe, Cunningham and Boulton (2000:278):

- increasing numbers of single parent families and step families,
- changes in the family's relation to work,
- increasing instances of child abuse, and
- a high incidence of rape.

The family is no longer as strong a unit as in the past, but is disrupted by societal change over time. Schools are continuously receiving learners with different types of backgrounds, which will result in the educator-learner relationship no longer being the same. The unstable home is unbearable and it leaves its members with emotional scars, which take time to be healed. This pervades the present and thereafter the future expectations of victims. Inhibited emotions do not automatically disappear but accumulate and often find destructive channels. These channels continue haunting, disturbing and shattering the hopes of the individual. In school this can result in poor concentration, poor commitment to work, inability to cooperate, a reduced capacity to conform and underachievement, thus affecting the pedagogic relationship of trust.

(2) Divorce and separation

Divorce is a termination of marriage officially by competence of law or a legal dissolution of marriage between husband and wife. Separation is the arrangement by which husband and wife remains married but live apart

(Thompson (1995:1262). In most cases when the married couple has reached the point of the irretrievable breakdown of the marriage, and is waiting for the papers to be served, it is also regarded as a separation. Children who are victims of divorce may suddenly display deviant behaviour, and their powers of concentration and their school performance may begin to deteriorate significantly (Sandberg, 1987:54).

Divorce brings about unpredictability, unreliability and insecurity into the child's world. Bewilderment, anxiety, anger, grief, shame, and the yearning for the absent parent are common responses (Elliot, 1986:149, Rice, 1996:354). This will have an impact on a pedagogic relationship of trust. Some learners will react with shock, anger or despair and show grief, loss or emptiness, restlessness and obsessive behaviour at school (Niehaus, 194:149). The educator therefore would have to handle the learner with sympathy; otherwise the relationship of trust would be broken. Some learners compare their educators with their parents and start demanding affection and approval from teachers. If teachers fail to conform they feel that their educators do not love them. They have a lower self-esteem and self-image, more interpersonal difficulties, accompanied with guilty feelings and social embarrassment because of what happened to their family (Lauer, 1986:454, Rice, 1996:363). Obviously a learner with such a problem would find it hard to adjust in class. It is therefore clear that separation and divorce impacts on the learner's ability to learn in class, thus impacting on the pedagogic relationship of trust.

(3) Single parenting

Single parenting in South Africa is brought about by a number of factors. Parents may still be married but separated by conditions of work. One parent then remains with the children. A single parent may struggle or be faced with a wide range of economic, social and emotional issues such as economic instability, loss of income, relocation, changes in family roles and responsibilities and emotional stress. Single parents often experience problems

of discipline, guilt, insecurity, ex-spouses, lowered standards and depression (Popenoe, Cunningham & Boulton, 1998:284). Teachers have to deal with learners who come from a background of these problems. Adolescents from single parents families may begin to regress, withdraw and become aggressive or depressed (Conger, 1991:181), Lauer, 1986:453). Family breakups of any kind threaten the children's positive sense of themselves and their world (Grossman, 1986:166). It also delays cognitive functioning and the development of moral judgement (Rice, 1996:362). Such a learner, when at school, is expected to perform well by cooperating maximally with the educator. The situation as described above is likely to affect the learner-educator relationship of trust.

(4) Family violence

Violence is an act performed with the intention of causing physical pain or injury to another person. Spousal violence within the family is a behaviour pattern that occurs in physical, emotional, psychological, sexual and economic forms developed to perpetuate intimidation, power and control of the abusing spouse over the abused (Hampton, Gullota & Adams, Potter & Weissburg, 1993:116). Learners exposed to family violence may be affected. Adolescents who are exposed to violence, like to use violence against their parents, which means it is passed on from generation to generation (Lawson, 1983:152, Rice, 1996:47, Hampton, 1993:47). Learners from a violent family will become more aggressive to other learners, and educators. This may impact on the pedagogic relationship of trust. This may also lead to the child dropping out of school because of a violent culture at home. The degree of violence between spouses is strongly correlated with the severity of children's problems. Violence signals in general a marital discord, which is also associated with problematic behaviour in children. Even when the child is not a direct target of family violence, exposure to adults who verbally abuse each other, who break and throw things, and who are not in control of their explosive anger can have long-lasting repercussions (McWhirter, 1998:48). Unhappy homes have a

record of producing children with deviant behaviour, delinquency and maladjustment. Maladjustment affects all areas of children's life; as a result they are likely to have problems at school (Lauer, 1986:453). This may affect the pedagogic relationship of trust.

(5) Women empowerment

Most women in South Africa have been forced by circumstances to leave their children behind, and go to work either in the formal sector or become self-employed as traders or some informal sector. According to Popenoe, Cunningham and Boulton (2000:85), as women join the labour force there are implications to the family:

- parents would no longer stay together, therefore applicable factors to divorce or separation would come into play for children,
- children begin to accept responsibilities that are often above their level of becoming, and
- they lose their adult accompaniment because some parents become more dependent on them for intellectual and moral support (Rosa, 1995:134).

It is obvious from the above that the basic education from home under single parenting is no longer the same as in the case of both parents. This affects the learner's adjustment to school. Learners do not receive the attention of both parents but instead they are taken care of by day mothers, grandmothers or are sent to crèches. These day care mothers are not properly trained to provide the children with their deserving parental support necessary for the establishment of a good foundation for education, as would have been done by the parent. This has an impact on the learner at school, thus affecting the pedagogic relationship of trust. Since many women have started entering professions and skilled jobs previously dominated by men, their participation has paralleled the growth of

single-parent and female-headed families, thus suggesting that more women have found it necessary to join the labour force (Cunningham, Boulton & Popenoe, 2000:387). This has created instability at home, thus having an impact on the learners' foundation for education that can affect the pedagogic relationship of trust.

The loss of relatively high-paying manufacturing jobs, replaced by lower-paying service jobs, has also accelerated women participation. Many women are trying to compensate the income lost by men through these changes, thus forcing women also to join the labour force (Popenoe, Cunningham & Boulton, 2000:387). The child becomes a victim of isolation and this impacts on the pedagogic relationship of trust. As many women enter the labour force, they become more politicized and begin to fight for their rights to equal pay for work of equal value, advancement opportunities, paid maternity leave, access to child care facilities and freedom from sexual harassment (Popenoe, Cunningham & Boulton, 2000:387). This politicization of parents is transmitted to the child at home, who in turn may take it to the classroom to influence the others, thus impacting on the pedagogic relationship of trust.

(6) Child abuse

This is an act of omission that endangers or impairs a child's physical or emotional health and development (Pagelow, 1984:48). According to Herzberger (1996:8) known cases of violence show that at least one out of every hundred children is maltreated each year through physical, sexual or emotional abuse. The analysis further states that about one third of these children suffer from physical abuse. It is clear that such a child may have difficulty to cooperate with the educator in the classroom.

As society keeps on changing there are bound to be changes in the family structures, the schools and finally the classroom atmosphere. The pedagogic relationship of trust is a cornerstone of success for any teaching-learning

activity aimed at empowering the child. Abuse in the family can be caused by poverty, negative family circumstances, occupational and emotional problems and drinking behaviour (Lawson, 1983:153). Child abuse implies an important dysfunction in parenthood. The abusive parent usually acts aggressively towards his child, because he feels frustrated (Pretorius, 1998:366). This may result in a child losing trust in anyone, even the teacher in class. The causes of this child abuse are communication breakdown, role confusions, power imbalances, a lack of trust and spouse abuse (Hampton, 1993:39). Physically abused children exhibit a number of effective and behaviour difficulties, including acute anxiety, depression, sleep disturbances, self-destructive behaviour, low self-esteem, social detachment, hyperactivity, excessive aggression and non-compliance (Hampton, 1995:333).

The child may not progress well in class as a result of the above factors, thus having an impact on the pedagogic relationship of trust. Experience of childhood physical abuse may disrupt the development of factors that promote self-esteem, social compassion, processes regarding academic competence, peer reputation and positive social relationships, and a positive relationship with a competent adult, which are indirectly impeded if the child is involved in parental abuse (Douns & Miller, 1998:64). The child finds it difficult to work with groups in class and will not trust the teacher. The child will often have emotional and behavioural problems. He will become easily upset, and will disturb the smooth running of the class with unusual behaviour and discipline problems.

Child abuse creates problems for the child's development with the characteristics of negative self-concept and loss of self-confidence. It destroys the personal social, moral and physical dimensions of the self-concept (Le Roux, 1992:171). The abused child may be problematic at school because he would use aggression, isolation and regression so as to escape distress from abuse (Pretorius, 1998:366)

This results in a breakdown of the bond between the child and parent. The child begins to trust no adult person, becomes sensitive and tries to avoid any contact with grown-ups. The child will avoid contact with his peers, fearing that they may discover what happened to him. That makes it very difficult for the learner to adapt to a classroom situation. Having lost the adult and peer accompaniment, the child becomes affected as a whole. For the sake of seeking attention the child's progress at school may be delayed. The learner will trust no teacher, because to him trusting an adult is a fake to him. The result is that the learner will find it difficult to cope with schoolwork.

(7) Alcoholism

This is a disorder associated with the excessive use of intoxicating beverages (Naramore, 1973:33), which causes people to become financially, physically and spiritually bankrupt. Parents find the consumption of alcoholic beverages very pleasant, resulting in domestic violence, child abuse and loss of control (Cook, 1993:201). This causes emotional damage and social adjustment problems among children. Such learners will not perform well at school. The home is the first and foremost social unit where the basis of education is laid. The school takes over and perpetuates the norms, values and morals from home. Without a good basis at home, the school cannot succeed. Alcoholism results in poor marital relationships, problems and breakups (Haverman & Lehtinen, 1990:269). Alcoholism affects the learner at school. Alcoholism brings about stress, which disturbs family harmony and leads to increased indecent and aggressive activity. This results in family conflict, arguments, incongruent communication, spouse abuse, emotional neglect and isolation of children. It causes instability, indecisiveness, guilty feelings, hopelessness, and social isolation and brings shame into the home. Children feel invisible and unloved because all attention is focused on the alcoholic parent while neglecting or ignoring his or her own needs. They have problems in separating real from unreal. Their confusion stems from the impaired family conspiracy to deny, overlook or ignore bizarre events at home. They dare not bring others home

for fear of embarrassment the alcoholic parent may cause (Woodside, 1986:448). The child's adaptation to the school environment becomes a problem and the pedagogic relationship of trust becomes affected.

The factor of alcoholism does not only destroy the family units, but goes on to destroy the classroom units when educators themselves come to school drunk. When the learner becomes exposed to the same environment as from home at school, the pedagogic relationship of trust becomes seriously affected.

(8) Teenage pregnancy

This is a condition under which children are born out of wedlock. According to Narramore (1973:253-254) there are a variety of factors that cause girls to have children out of wedlock:

- Seeking of affection through an illicit affair. Every person desires to love and to be loved. If a girl does not receive the recognition and acceptance from her parents, she may resort to pregnancy. The nature of our associational families today, where both parents go out to work, come back tired and go to sleep without having paid attention to the girls in the family, can accelerate teenage pregnancy. Once a girl has involved herself with an illicit affair, concentration on schoolwork drops and respect diminishes, thus having an impact on a pedagogic relationship of trust.
- Seeking to punish parents. As a result of being rejected, a girl may in return do something that she feels is going to punish her parents. The pregnancy is one way of doing this, as a result of which the pedagogic relationship of trust will suffer.
- Trying to gain approval of others. When most of the friends are involved in love affairs, the girl may feel not accepted. In order to please them she may end up with a boyfriend herself. As a result of that her attention to

schoolwork, obedience to her teacher's instruction and cooperation may be affected at the expense of a pedagogic relationship of trust.

- **Lack of sex education.** Children like to explore and experiment with premarital relationships. They are affected by what they see on the television and also what other racial groups practice. If they are not properly guided about sex education they may learn things the harder way, thus impacting on the pedagogic relationship of trust.
- **Lack of moral codes and standards.** In an associated society, parents do not stay with children to educate them about what is wrong or right because they do not have time to do it. Because of this situation children grow up with a moral weakness resulting in a breakdown in trust between themselves and educators.
- **Lack of genuine spirituality.** Power to control the sex drive is supported by a dedicated life in Christ, whereas an unbeliever in Christ is easily tempted to an illicit affair, which would destroy the learning-teaching harmony.
- **Lack of good aims or plans.** Girls, like any other person in life, should work towards achieving meaningful goals, that would protect them from teenage pregnancy and would restore a meaningful relationship with classmates and educators, thereby consolidating the pedagogic relationship of trust.
- **A desire to get married.** When a girl has decided to get married against the will of the parents, she may decide to become pregnant. This causes her to leave school early as a dropout.
- **Attempting to hold a boyfriend or force him into marriage.** Upon feeling that she may lose her boyfriend, a girl may decide to fall pregnant so as to keep him hers. This affects the schooling outcomes for the girl.

- Victims of rape and extreme cruelty. Males who impregnate them whilst knowing that they are not going to marry them abuse some girls.

If a girl becomes pregnant before she is married, her situation can cause problems for the girl herself, for the family, for the father of the baby and for the child (Broude, 1994:243). Therefore factors resulting in teenage pregnancy have an impact on a pedagogic relationship of trust at school.

(9) Drug abuse

Drug abuse is a persistent or sporadic excessive use of drugs inconsistent with or unrelated to acceptable medical practice (Ghodse, 1991:8). Researchers in this aspect have come up with a variety of factors leading to drug abuse. According to Jaynes and Rugg (1988:61), one of these factors is the influence of drug abuse on both family and peers. A family with unemployed parents may resort to selling drugs as a source of income, thus exposing their children to the abuse. The other factor is curiosity and the desire to experience new feelings or hallucinatory states (McDonald, 1989:16). This is exactly how school going children become involved in drugs in our township schools. They then become unruly and uncontrollable, disrupting the classroom activities. Another reason is seeking pleasure or becoming preoccupied with mood swings (Jaynes & Rugg, 1988:14-19). Much as alcoholism is a problem to social adjustment and effective schooling, drug abuse will have the same impact on the pedagogic relationship of trust. On the other hand, when youth in the township is idle without any fruitful use of leisure time, due to the lack of positive entertainment and sports facilities, boredom and depression can lead them to drug abuse or dependency (Glassner & Loughlin, 1987:43). Therefore, parents and educators should avoid an environment that may lead a child opting for drugs as much as possible. They should control their children; fathers should have time for children, and must have more affection for their children (McDonald, 1989:94).

Children should never feel lonely and rejected. Human by nature seeks pleasure, and if the pleasure of long-range success is nowhere in sight, the euphoria of drugs is especially attractive (McDonald, 1989:93). A learner that takes drugs becomes affected in scholastic performance, work performance, family relationships, crime, truancy, sleeping in school, change in short-term memory and attention abilities (O'Connor, 1986:9). The child's self-esteem and self-image become affected and many adolescents who engage in drug abuse have a poor self-image and low self-esteem (McDonald, 1989:93). This results in the loss of interest in school, thus having an impact on a pedagogic relationship of trust.

(10) Polygamy

This is a marriage involving more than one spouse. Marriage itself is defined as a socially approved mating arrangement, usually involving sexual activity and economic cooperation between a man and a woman (Popenoe, Cunningham & Boulton, 2000:280). Polygamy is divided into two categories:

- Polygyny, where one man has more than one wife at the same time.
- Polyandry, a marriage where one woman has more than one husband at the same time. In South Africa, monogamy is the most popular, which refers to marriage to one wife or husband at a time, while polygamy is found in tribal societies in the Eastern Cape, North West, Northern Province, KwaZulu-Natal and Free State.

Polygamy is also practiced in Asia, and is an accepted form of family life among many South Africans and in the rest of sub-Saharan Africa. Only a wealthy man can afford to pay the bride price for more than one wife, which in the past was a head of cattle, sheep or goats, although monetary

equivalent has been an acceptable alternative for urbanized black young men (Popenoe, Cunningham & Boulton, 2000:280).

Although men believe that polygamy breeds wealth, it is not always the case, especially in a changing society. It can cause economic problems as well as emotional ones. In these families, men are traditionalists who do not allow wives to work outside home whilst it is difficult for the man to support a big family. Emotional problems are caused by jealousy among co-wives fighting one another and children are often forced to take sides. This syndrome of conflict and instability characterizes the life of the children and when they come to school they bully everyone and hardly listen to the teacher. This may impact on a pedagogic relationship of trust.

(11) Extended family

This is an expansion of the nuclear family, parents and dependant children, usually built around a unilineal descent group (*The New Encyclopaedia Britannica:11*). If married children and their offsprings live with the parents, the family is called an extended family. This may include aunts, cousins, uncles, grandparents and grandchildren. When the nuclear family cannot achieve self-sufficiency due to economic conditions, an extended family comes into being.

Social changes have created new sets of influences and experiences for children and adolescents. The mobility of the population, the decline in the influence of the extended family and the disappearance of the small farm make society one in which nothing seems certain (McWhirter, 1998:21). In the past the extended family provided different role models and opportunities for members to anticipate and always be personally available to serve as caregivers. In a changing society, parents and their children have less access and contact with the extended family in times of crisis. The family that was once vibrant with life and received help from other members of the family is under pressure. This

does not only result in a reduction of social networks for young people but also in stress and frustrations due to changing family circumstances, which in turn place them at risk (McWhirter, 1998:41).

Child rearing is nowadays no longer the responsibility of each and every member of the extended family. Grandparents, aunts, uncles and cousins used to nurture the young ones with love and comfort in times of need. They taught them of their culture and respect. Children never felt lonely and afraid because the larger family was always around them. Today children are limited to a small circle of only parents, brothers and sisters, who are not always around due to work commitments. This loneliness, compared with a lack of warmth and acceptance, has a bearing on the pedagogic relationship of trust.

(12) Peer pressure

A peer group is one of people with an equal social status and have similar ages, but not necessarily being friends, e.g. learners in the same class (Popenoe, Cunningham & Boulton, 2000:93). Peer groups influence socialization more and more in every passing year of childhood (Bowerman & Kinch, 1959:60). This influence upon a child to be accepted by people of the same generation exerts pressure upon a child. This is called peer pressure.

Peer pressure is highly remarkable in adolescent stages as they help teenagers find their place in a society of equals. They share common experiences and respond to them in similar ways. Some groups are politically conservative and others are radical and even revolutionary. Thus, an educator is faced with learners who associate according to their common background, thus pursuing common interests. These will form a cohesive group, which should be understood accordingly in order to organize reasonable approaches to them and to be part of the learning and teaching area.

Peer groups pressurize adolescents into conforming to the behaviour and values of the group. This pressure can benefit the adolescent's development where the group's values coincide with those of the educators, but in cases where they are diametrically opposed to those of educators, considerable stress may be experienced on both sides (Gouws & Kruger, 1994:140). This would have a serious impact on the pedagogic relationship of trust.

It is important for educators not to underestimate the influence of peer group pressure and they must be sensitive to the adolescent's feelings. Adolescents must be encouraged to retain their individuality and to muster sufficient self-confidence to oppose their peers in certain matters. The stress of resisting unhealthy peer pressure can be overcome by good family relationships, open communication and high self-esteem (Gouws & Kruger, 1994:40). It means that educators should not reject the adolescent's friends or criticize or disparage them. This may lead to rebelliousness, which will affect the pedagogic relationship of trust. The adolescent seeks approval from the peer group and will not easily admit to any negative criticism of the group behaviour. The educator should warn the adolescents against dangerous and negative group behaviour by explaining its consequences.

2.3.2 External factors

(1) Parents' social class

Parents have a strong influence upon the academic achievement of their children. Their strong concern and high expectations improve the academic achievement of children. These parents instill their own middle class values in their children (Scimecca, 1980:37). The parental education, income, occupation, attitude and living space are related to achievement (Swift, 1970:183). Children do better at school if their parents motivate them and are interested in their school progress. For instance the progress of children born of university professors is motivated by the support and guidance found at

home. Children from slums and rural isolated areas, on the other hand are likely to be intellectually inferior due to their living conditions. Their motivation to achieve is affected by the poor schooling of their parents, lack of parental interest in education, poverty, poor nutrition, health, overcrowding and an insecure economic future (Ushesree, 1990:8, 10).

Some academics argue that there is a positive correlation between educational environment at home and achievement. Educated parents encourage their children to be educated by guiding them to a better future. On the other hand, poorly educated and economically deprived parents fail to provide their children with the necessary stimulation and experiences that are important in a school environment, thus impacting on a pedagogic relationship of trust.

Children from the lowest socio-economic backgrounds may have serious health problems that interfere with alertness, attention to studies and the ability to do academic work (Conger, 1991:334). This may affect the pedagogic relationship of trust. The child's good achievement at school as well as in life in general depend mostly upon parental education, well being, attitudes, occupation, guidance and encouragement. If parents are less educated and not economically independent, they lack skills to guide their children in schoolwork, let alone encouraging them to do well at school. Holding a low status in society, earning less respect and occupying a low class job influence their mind so that they become incapable of handling educational matters. They do not check their children's work and homework. They scarcely provide their children with a conducive environment to study.

The only encouragement they give their children is to do household chores after school hours, telling them that schoolwork should be done at school but not at home. All these contradict what the school expects and confuse the children, thus causing them to fail to cope with schoolwork. This impacts on a pedagogic relationship of trust.

(2) Political changes

The educator in a classroom is entrusted with the responsibility to prepare a learner to become an acceptable and responsible citizen of this country. It is true that teaching and learning have to become more critical and relevant to the social and historical contexts in which people find themselves, thus the need for changes and developments in education in South Africa within a post-apartheid era.

Democracy is a sphere for social and political life in which people enjoy equal opportunities and are engaged in self-development, self-fulfilment and self-determination (Carr & Hartnett, 1996:41).

In order to entrench the culture of democracy in South Africa, the Constitution of South Africa was adopted in 1996. It is through the Bill of Rights that the rights of all people including learners in the classroom are enshrined and democratic values of human dignity, equality and freedom are affirmed. The learner goes to the classroom knowing that he is entitled to:

- being treated with human dignity even if he misbehaves,
- he is an equal partner in the pedagogic situation, and
- he has the freedom to decide what to do, how and when, regardless of what the educator has planned.

Section 9 of the Constitution that deals with equality (paragraph 2) states that equality includes the full and equal enjoyment of all rights and freedoms. The subsection gives the learner an opportunity to choose what is good for him that the teacher offers. If not, the learner may decide to disregard the educator's instructions.

Section 10 deals with human dignity and restrains the educators from maintaining order within the teaching and learning situation in the highly authoritative manner as used to be the case before. Section 12^o stipulates that an educator may not use any violence to quell misbehaviour.

Section 12(e) stipulates that an educator may not administer any form of punishment, which in the eyes of the learner is cruel, inhuman or degrading.

Other sections of the Constitution stipulate the following with regard to the rights of the learner:

Section 12(2)(a): everyone has the right to bodily and psychological integrity, which includes the right to make decisions concerning reproduction. A teacher may find himself dealing with a pregnant learner in class and must treat her with dignity.

Section 14(b) brings to bear a possibility of learners coming to school with intoxicating drugs in their bags, because they may not be searched anyhow (the right to privacy).

Section 15(c): an educator and a learner may declare their different beliefs yet talk about a supernatural power. An addition to this means that morning assemblies for prayers and devotions are optional to both the educators and learners.

Section 19(c): Freedom of association. Learners can mix with any groupings they deem fit. The educator will have no say because it is within the learners' right to do so.

Section 19(c): Learners and educators can prominently participate in political activities or campaigns for their political parties.

Section 23(c): Educators may leave classes and join strike actions called upon by their unions and the unions can participate in a secondary strike organized by their political parties in pursuit of a political interest of which they are part.

Section 69(c) of the Labour Relations Act grants an educator the right to picket inside the employer's premises, with permission of the employer, in support of a protected strike or join him, thus affecting the learning and teaching time. These rights are to be enjoyed within the framework of responsibility, which is not always understood by learners.

The above points are democratic principles within a democratic dispensation. Torres (1998:8) states that democracy is a messy system, which only survives because there is a sphere for debates and a set of rules that people follow even if they do not benefit from them. A version of democracy without responsibility in school has resulted in learners (Bessety, 1998:8):

- going to school the day they like,
- arriving at school to socialize with friends and bask in the sun without actually going to class,
- coming to school, but move in and out of school as they like,
- arriving late,
- defying educators,
- becoming involved in criminal activities and rape, and
- becoming involved in gangsterism and wielding dangerous weapons in a quest for power at school.

Apart from the Constitution, schools have a Code of Conduct for Learners whilst educators have their own Code of Conduct, the South African Council for Educators Act, No. 769 of 2000.

There are democratically elected structures in schools like:

- site stewards for unions, to deal with teachers who transgress the Code of Conduct (Labour Relations Act No. 66, 1995:6), and
- a Representative Council of Learners who monitor the learners' activities and roles within the framework of the Code of Conduct (South African Schools Act, No. 66 of 1995).

The political freedom of educators is causing the child to suffer, according to Pillay (1991:23):

- educators do not give themselves enough time to attend to learners' problems;
- parents cannot take time off from work to come and attend to learners problems at school;
- educators are still too ready to ask for salary increases but go on class boycotts with due respect for the few that remain dedicated to their work;
- militant educators out there should take heed of absentee rates at schools before they decide to *toyi-toyi*; and
- most educators send their children to Model-C schools, where they are not going to be exposed to such an environment.

During strike action the learner-educator trust becomes affected, because learners expect the educator to be consistently doing work in class and act as a professional person.

(3) Economic change

The Government of the Republic of South Africa after 27 April 1994 brought about changes in the economic arena like the Reconstruction and Development Programme, Growth, Employment and Redistribution and Small, Medium and Macro Enterprise, and by creating a network of industrial corridors as part of the process of transformation and of the larger aims for Black Economic Empowerment (Fletcher, 2001:11). The Land Bank, that used to finance only white farmers in the past, is now energetically backing merging small black farmers. The government has an enormous task in its mission to establish a positive relationship between the black and white populations. In the eighteenth century Johnson (Fletcher, 2002:16) observed that many: "levelers" were more interested in those above being leveled down to them, than in those below being leveled up. A well-known fact is that it did also happen in South Africa, either through affirmative action or the establishment of equity in that power cannot be given to one person, without taking power away from another. Black economic empowerment can never be successful without disempowering at least a few whites (Fletcher, 2001:16). If this process of empowerment is not handled with extreme care and caution, reconciliation may not be possible. Thus a lack of trust in the multi-cultural society develops in the classroom.

The South African dispensation was introduced peacefully to the extent that when political power was handed over those in power were not stripped of their assets. Since the government has aligned itself firmly with capitalism, the white business is protected further, whilst the intention is to open it up. This includes the power of legal preparation, of the restitution of land and property expropriated during the apartheid era, the power of government to buy companies and to introduce a new structure to business and industry (Fletcher,

2001:16). This means that the doors of the white world are being opened. There is also a broad programme for the formerly disenfranchised. The equality before the law, in work and wages, in social provisions, in education a health services, in opportunities for advancement and the use of talent, skills and initiative are also other provisions by the new dispensation. However, it is highly paradoxical to have achievements in relation to our new status in world affairs. South Africa has taken its place as an equal partner in the global family of nations, whilst the rules of survival in a competitive world remained unchanged (Fletcher, 2001:16). Thus, if our learners qualify and do not get a job, it sends a wrong message to learners still in class.

It will be remembered that in spite of the fact that South Africa was politically discriminated against, it economically retained strong links with other capitalist countries. Its freedom of democracy included its freedom to fail, but it is freedom without a safety net. Presently South Africa is to be judged by its performance in the market place. When sanctions were dropped, South Africa was forced to review its mix of business and industry and the balance of imports and exports. The effect of world upliftment programmes with the streamlining of production will never occur without retrenchment. This means that parents will lose jobs and learners will have nothing to eat at home. They may resort to crime, or become disrespectful. Hence the breakdown in educator-learner trust.

With such a backlog in education, knowledge and skills, it will take time to close the gap, before achieving the moral, political and economical parity of esteem. There are several errors that are observable in this economic change. The gap in income between the rich and the poor has not been closed, instead it is greater than it has ever been. According to the World Bank Report of 1997, the rift between the rich and the poor in South Africa is still one of the widest in the world. The unemployment rate is exceptionally high coupled with regularly revealed corruption in government departments, which is actually spoiling the country's image (Fletcher, 2001:16). If there is mistrust in political leaders in

general, then there is bound to be mistrust in educators by learners in the classroom.

Resulting from economic change, there are a few positives that can be mentioned (Fletcher, 2001:16):

- The growth of a black middle class including company owners, directors and managers, and
- The Black Economic Empowerment Programme, which is a black upliftment programme through a number of bodies and organizations.

These factors will create economic change, which in the end should match the political one, thus giving hope and opportunity to those from whom it was hitherto withheld, who for generations was legally banned from any kind of commercial enterprise except for running a shebeen (Fletcher, 2001:16). Income for each family should mean stability for families and learners would begin to trust adults. The black economic empowerment has been mentioned as one of the positives in an economic change. It should be pursued in terms of its impact on society, particularly in education.

Firstly, black economic empowerment is a temporary measure emanating from the provisions of the constitution of the Republic of South Africa. It aims to redress the imbalances of the past, through affirmative action, by transforming those areas of society, which were previously excluded, and disadvantaged, and opening access to new opportunities. The Reconstruction and Development Programme was a further response to these needs (Fletcher, 2001:39). According to Theledi (2001:56) it is believed that the restructuring of the public sector and the entire state machinery, particularly the state-owned enterprises, will address the market failures, enhance global competitiveness of the state-owned enterprises and improve service delivery in the marginalized areas, such as the rural areas, because these are the areas in South Africa that have half of

the population who are trapped in poverty and underdevelopment. The Minister of Public Enterprises released this accelerated programme late in 2000 with the aim to promote black economic empowerment and to ensure that the programme is politically acceptable and economically sound. The benefits of the restructuring should promote wide and sustainable development, empowerment and meaningful participation at all levels of our economy. This programme should employ the young graduates who are fresh from schools or universities.

The impression that the learners have about education today is something worth considering. The restructuring and privatization of state-owned enterprises is critical to increasing economic participation for the black majority and raising productivity and effectiveness in the economy as well as generating foreign direct investment, which are the key to growth. This will allow state-owned enterprises to access cutting edge technology and the scarce global capital to enhance efficiencies and leverage in the global market place. Job opportunities may be created to employ both parents and learners, and to finance their education. Learners would then begin to see that education is all about providing them with skills to survive in life and they would trust their educators in class.

To sustain this unleashed value and wealth creation, a strong, diverse and widespread skills base is needed from the black population. This has an impact on education as to whether it produces such people. A skilled and productive workforce emerging in the restructuring process will need to use its skills and experience in the competitive and reformed product markets, and the new economy leading to the information-based society with expanding employment opportunities (Callahan, 2001:58). This is what South Africa hopes to achieve through privatization of state-owned enterprises, and will obviously have an impact on employees who are parents sending learners to the school classrooms. This also has an impact on education itself because market forces, which are dictating terms to the economy, will affect the workforce in education. If though change and transformation, they easily become victims of

retrenchments, they could lose faith in education, and learners may be negatively orientated towards schooling. The saying that an economic change influences a political change and *vice versa* seems to hold in South Africa, if not in Africa in general. The dictates of globalization have influenced not only a social change from communal to associational, but also the type of economic mode. Globalization changes the government to become dependent on corporations, which then determine the rules of the game, with the government becoming a referee, by enforcing the rules laid down by business. Since South Africa joined the market place (Noreena, 2001:7):

- hundreds of multi-national corporations now control 20% of global foreign assets, and
- 51% of the biggest economies in the world are now corporations and only 49% are nation states. If these companies are to make maximum profit from fewer resources, many parents will be unemployed, thus failing to finance the education of their children.

Globalization advocates capitalism thus seeing businessmen outranking politicians. Hence a move from politics to business by former politicians such as: Mr Cyril Ramaphosa, Mr Tokyo Sexwale, Dr Matthews Phosa, Mr Musa Myeni and Advocate Dikgang Moseneke. According to author, South Africa's top black empowerment companies' magazine, Mr Ramaphosa accepts the fact that there is a need to bring together democracy and enterprise. He goes further to say "This transformation has been part of the second revolution, the first being that of the struggle" (Fletcher, 2001:9). This means that there is a need to focus on economic change. Learners want a relevant curriculum that includes aspects that affect their future, so as to be cooperative in class.

Privatization is an aspect of globalization, which, according to the *Traders* magazine of 6 April – June 2001, was adopted by South Africa as a means to expedite restructuring of the state-owned enterprises, as mentioned earlier. One

cannot serve the public interest properly through the markets because they are not designed to address the issues of distributive justice, otherwise markets will only take the existing distribution of wealth as given. The common interest does not at all find expression in market behaviour. The corporations, which are dominating the economy in globalization, do not aim at creating employment but they employ people to make profits. Health companies, for instance, are not necessarily in the business to save lives, but only provide health care to make profits. Oil companies do not seek to protect the environment but they only meet the regulations to protect their public image (Soros, 2000:51). This scenario is not good for the South African population, which is mainly unemployed. The profits motive can be used as an incentive to bring about desirable social outcomes such as full employment, affordable medicines or a healthy environment, but if the rules that govern industries such as health care are allowed to be driven by profit, some undesirable social consequences are bound to follow. Firms compete in order to make profits, not to preserve competition and if they would, they would eliminate all competition (Soros, 2000:51).

Learners hope education will provide a better future. The opposite will discourage their interest to learn.

The South African government has committed itself to (May, 1998:8):

- Open markets.
- A privatization and favourable investment climate through the Growth, Employment and Redistribution (GEAR) strategy, with an intention to bringing greater financial discipline and stability. GEAR focuses on the reduction of inequality and requires accelerated job creation, which in turn requires structural transformation to achieve higher and more labour. Education should provide learners with skills to be employable under the conditions mentioned; otherwise the learner-educator trust will be affected.

- It focuses its strategy for higher growth on absorbing growth within the economy.
- Reprioritization of the government budget towards social spending; and
- Education, health and welfare, which should receive a better portion from the National budget every year. The aim is to provide education facilities to make schools institutions of learning with pride. A learner relationship will therefore be determined by the following factors of an economic policy: (May, 1988:26).
 - acceleration of the fiscal reform process,
 - gradual relaxation of exchange controls,
 - consolidation of trade and industrial reforms,
 - public sector restructuring,
 - structured labour market flexibility with collective bargaining, and
 - a social agreement to facilitate wage and price moderation.

Through these points GEAR aims to impact on poverty and inequality in South Africa, because it affects learners in the classroom.

The government of the day is channeling expenditures to the poor, as the richest and the middle class have been beneficiaries of public spending before. To address the inequality, policies must target the poor, racial, gender and spatial imbalances in gaining access to basic services. The government needs to reprioritize the budget, reduce overall spending and improve targeting, whilst keeping to the fiscal targets set out in GEAR (May, 1998:10). This should result in learners from poor families having shelter and food to eat, so that they can go to school happy to learn and to cooperate with educators. This will improve the teacher-learner trust.

Besides achieving reprioritization of expenditure, government has stayed within the overall budget limits and appears to be reaching the poor, though not to the extent that learners from poor parents can cope with during the day at school (May, 1998:12). Usually a reasonable economic system is one that creates employment for parents to afford fees for school, health care and housing. According to the Summary Report on Poverty and Inequality in South Africa (May, 1998:12), access to quality employment is an essential way of achieving sustainable livelihoods, which in turn is a crucial means of reducing poverty and inequality. The report further states, "Poor people face the problems both of unemployment and the low quality of the jobs". South African society will have to do a lot of adjustments in a highly competitive global market, lest they find themselves unemployable. Learners looking up to society will then lose faith in education.

Privatization in South Africa and its neighbouring countries may have the following benefits (Hysteen, 2001:44):

- An improved business climate by kick-starting the growth in the Gross Domestic Product. Parents may earn well to provide quality education for learners, thus resulting in an improved relationship in the classroom.
- The attraction of foreign investment. This will mean people should be employed on the basis of international standards, skills and knowledge, which they do not have. As foreign investors come to South Africa, the curriculum in schools will have to change and become more relevant. Learners would then cooperate with educators since education to them would mean a better future.
- An inflow of foreign currency, particularly the dollar, will improve the capital account of the balance of payments, thus boosting local currencies. Parents will secure jobs, which may actually relax learners in a classroom situation.

- An inflow of technical knowledge and expertise in management skills should result from the involvement of foreign trade investors. Local people should compare favourably in terms of skills, knowledge and experience, otherwise they will not be employed. This may suggest that South Africa needs to have a curriculum, which best suits, the needs of the country.
- Privatization of telecommunication companies and airlines will open up new markets through the involvement of foreign equity partners. This may help increase employment opportunities for parents which will in turn allow parents to pay school fees and finance other needs. This will enhance the teacher-learner quality relationship in class and thus contributing to learner-educator relationship of trust.
- Successfully privatized entities are likely to establish a multitude of aligned businesses. To maximize return on investments, non-core operations are likely to be outsourced. If the experience of Japan is replicated, these outsourced operations can generate significant new employment, thus enabling learners to practise their skills by way of doing in-service training. As learners keep engaging in such activities they may gain trust and confidence in their teachers.
- Profit seeking privatized companies produce better goods and services, often at more competitive prices. Learners may need to know about all these issues in order to develop them academically, socially and otherwise.

If the local education product is not qualitative enough as to qualify within these settings of the international market, the youth will lose hope and confidence in their teachers because education to them will be meaningless, especially if they see their graduate relatives being unemployed in spite of their qualifications. This can cause a breakdown in trust between the learner and educator in class.

The South African Labour Market has two components (May, 1998:15):

- The primary market, which is characterized by high wages and skills requirements, and an organized workforce with opportunities for mobility.
- The secondary labour market which is characterized by workers of lower skills, less pay and a limited number of opportunities for further training and upward mobility.

Most of the parents of learners in schools belong to this category. As education becomes semi-privatized it becomes a question as to whether they will be able to cope with the change. They come from the rural poor and underdeveloped areas. Some are not living on farms, but only work there and earn wages, without provision for medical care, food, electricity and education. This case becomes worse if farmers are attacked because the population that depends on them will have no support from anywhere should farmers decide to emigrate from South Africa. Poverty and unemployment go hand-in-hand. The Paper on Poverty and Inequalities published in 1988 (13 May 1998) states that at that time 30% of South Africans were economically active, with unemployment being more in rural areas among women, youth and among those that have no previous experience. There can be no stable and harmonious co-existence between the educator and learner under such conditions.

The report goes further to classify six basic categories of unemployed poor, each requiring a different strategy from government in order to effectively address their situation (May, 1998:14):

- poorly educated rural unemployed (28%);
- poorly educated urban unemployed (13%);
- young unemployed with no labour market experience (36%);
- long-term unemployed with no labour market experience (6%);

- those with labour market experience and some education (15%); and
- highly educated unemployed poor (1%).

Parents of the learners in schools are implied in many of these categories. It is unavoidable for these economic changes not to have an impact on the pedagogic relationship of trust (May, 1998:14).

The abovementioned report recommends that for both the poorly educated rural unemployed and the poorly educated urban unemployed, strong growth in labour intensive employment, support for informal sector activities and intensive education and training may be required to integrate them into the job market. This is no longer possible, however, because of global capitalism and its advanced technology. Most of the parents are not internationally competitive to match the employment standards of foreign investors that may open job opportunities in this country. The curriculum in schools should thus be relevant to changes in society, so that education can give learners the capacity to earn a living. Hence the importance of the educator-learner relationship of trust.

The Labour market policy may not be the main instrument for the eradication of poverty. An effective, successful process of poverty eradication is achievable through coordinated government strategies and action. Other policy areas like welfare and health policy, distribution and taxation policy, etc.) must include labour market policy measures aimed at poverty alleviation, including the following four distinct sets of instruments (May, 1998:15).

- those directed at increasing the rate of employment and job creation,
- those that directly target the quality of employment and thus the income level of the poor,
- policies that increase the quality and skills of the labour force, and

- those that directly affect the bargaining power of workers and create incentives for them to provide their full potential qualification in the job.

In spite of this policy, government's efforts in respect of education and training will improve the opportunities of those that are reached, but without other interventions such as job creation and equal opportunity initiatives, will not solve the problems of poverty and inequality. There are four areas of education and training with special significance for the poor (May, 1998:17):

- Early childhood development.
- The childhood years of free and compulsory schooling.
- Adult-based education and training.
- Further vocational provision for previously disadvantaged adults.

The focus on these aspects will have an enormous impact on the disparities of the past, and thus give hope to the adolescent about education as an investment for the future. This may improve the educator-learner relationship of trust. Globalization has influenced South Africa to opt for privatization, thus impacting on the nature of citizens who are globally competitive with skills to handle the technology that is used today. As more focus is placed on the generation of profit at low cost, retrenchment is inevitable, as machines replace manual labour. Families break apart and schools inherit learners with a background of a multitude of problems. The classroom situation cannot, by any means, remain unchanged.

As mentioned above, the influence of capitalism is to maximally make profit by ensuring maximum production at a low cost. Companies in South Africa have mostly had to restructure themselves from both private and public sectors. The restructuring process has retrenched a lot of people, maintaining fewer employees without employing any new ones. This has created an equilibrium of constant smaller numbers of employees within the employment system and a bigger number of unemployed, together with those that are retrenched or given

retirement packages. Families are affected and learners come to school with those problems. They may not see the need of education anymore, which has an adverse effect on the relationship between the teacher and learner.

According to Human Resource Management (1996:4), rationalization and redeployment was going to establish equity in the education system. Instead a number of well-qualified teachers left the education. The aim was to cut the expenditure from 97% being spent on salaries. By reducing the number of teachers in the system it was hoped that the expenditure on the salaries was going to drop to about 90%, so that money could be utilized on facilities rather than salaries (Theledi, 2001:58).

This was counterproductive, because the process broke down the culture of learning and teaching in schools. Teachers that were declared in excess did not work, but stayed at home leaving learners untaught. On the other hand, the intended ratio of 1:36 at secondary school was not achieved; instead, the model increased the ratio to 1:60 (Bissety, 2002:5).

Teaching and learning were clearly adversely affected, because this economic change (Economy, 2001:11):

- destabilized the culture of learning and teaching,
- caused a lot of experienced teachers to leave the system, and
- disallowed thousands of new educators job opportunities.

If learners are to trust education as an investment in the future, change should not by any means embarrass the learner's expectations. Through this type of economic change, matriculants cannot afford tertiary fees, thus creating a poor picture of education to learners who eventually do not show respect for their schoolwork or their teachers.

Companies are no longer giving bursaries to learners because they themselves are making very little profit. A number of companies are either closing down and leaving the country or investing their funds in the London Stock Exchange (Dolny, 2001:85). This may not motivate learners to study and cooperate with teachers at school, thus having an impact on the learner-teacher relationship of trust.

(4) Technological change

This refers to means of communication that reach and influence large numbers of people, through newspapers, magazines, television and radio (Popenoe, Cunningham & Boulton, 2000:173). Before the mass media, information traveled very slowly. It started from newspapers followed by radio and television. Of late, the personal computer and Internet is another powerful source of news. Learners are often more literate than teachers. If a teacher does not keep abreast with technological changes in society it may have an impact on the relationship of trust that should exist between educator and a learner.

However, there may also be negative effects on children watching television. According to Popenoe, Cunningham and Boulton (2000:175) it gives children a great deal of information about both the real and imaginary worlds and about human behaviour. Children can misinterpret the information, for example people hit over the head and pushed over a cliff come back smiling.

This having been believed, it may be hard to be erased from the learner's mind. Children's programmes on television reinforce the values taught, often by foreign agents of socialization instead of parents, peers, the school and the church.

There may be conflicting values from television, for example parents and teachers may teach a learner that in order to get good education one must work harder, but the television may teach them that one should enjoy life to the fullest

while young, without working. Such contradicting principles may confuse the learner and make his adjustment to class very difficult.

(5) Demographic changes

These can be linked to urbanization as a process of making a city, or which has the essential characteristics of a city or town (Barnhart & Barnhart, 1976:2302).

Urban living is associated with high crime rates, especially property crimes, and also with a weakening of the institution of the family (Popenoe, Cunningham & Boulton, 2000:43). The basic foundation for a child, as building to future education, is affected. The weakening of the family unit, where they become less self-sufficient and self-directed, affects the child and his/her performance to school thus drops.

Urbanization has come up with weak social relationships, as relationships among neighbours are more privatized, less frequent and less positive. People are substantially less helpful and considerate to strangers (Popenoe, Cunningham & Boulton, 2000:436). A child adopting such values will not adapt to group discussions in class and this will have an impact on his performance.

According to Popenoe, Cunningham and Boulton (2000:234) urbanization changed the way community lives:

- Interpersonal relationships and activities have become more and more fragmented. People may work in one area, spend their leisure time in a second, and eat and sleep in a third. Each activity typically involves a separate and unrelated set of organizations, roles and people. This creates instability for the education of a child thus affecting the pedagogic relationship of trust.

- Community organization and institutions have become larger and more bureaucratic. Many of them have developed a national focus that effectively puts them outside the control of the local community. What was once the corner grocery store is now a supermarket owned by a national or international corporation. This brings about inconsistency for the children because they cannot easily follow the pattern of things from local, provincial to national.
- Functions once performed in the home have been taken over by government, thus depriving children to learn and acquire life skills at home. Many families' recreational activities now take place in commercial establishments. Schools perform most educational functions, and people in need of financial help turn to the public welfare office. More people eat out in restaurants or buy take-aways. All these deprive the child of basic education from home and limit the role for parents to guide their children with the skills that they need in life.
- Communities of all sizes have become more and more interrelated. Families can no longer be fully self-sufficient and self-directed. This affects children at school and at home because they do not learn one thing at a time.
- Communities have become culturally and globally interrelated, thus resulting in the domination of small cultures by those of big countries. This not only confuses the cultural orientation of a child but also the pedagogic relationship of trust.

2.3.3 Change in value systems and future perspectives

It is an issue of great concern that the post-industrial society has many family problems; to an extent that there is no guarantee that these trends will ever change for the better in future. If there is no family backup to instill constitutional behaviour from an early stage, the school cannot take over from a

poor background. It is necessary to establish a meaningful relationship of trust between the learner and educator. It is to be noted that at the heart of transformation of education since the passage of democracy in 1994 and the National Educational Policy, Act No. 27 of 1996, lies the commitment by the state to "enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of rights" (Gevisser & Morris, 2001:2). As trust is a mutual process, the parent and the educator should educate the learner about the same principles. Should there be any breakdown in that pattern, the learner may take sides for a parent at the expense of the teacher. Therefore, the pedagogic relationship of trust will be affected.

The South African Schools Act, No. 84 of 1996, committed the country to an educational system that would not only redress past injustices in educational provision and contribute to the eradication of poverty and economic well-being of society, but would also "advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, protect and advance our diverse cultures and languages". The labour movement mobilizes parents to fight for their rights in the workplace. They do so by training them on their constitutional rights and values like social justice and equity, democracy, equality, non-racism, human dignity, an open society, accountability, the rule of law, respect and reconciliation. The political influence is taken home and the learner goes to school with that belief and understanding of life so that the learner sees a link between what teachers teach and what parents advise the learner to do at home.

The fundamental values mentioned above should be instilled in schools (Asmal, 2000:3). This should be done through the content, approach and methodology introduced in schools. According to Popenhoe and Boulton (1998:294) there are ten fundamental values, which schools must instill through the content, the

approach and methodology used at school, and which may contain these values as a matter of policy:

(a) Democracy

It means that the will of the people should work in the classroom. Learners in class should be made to realize that they are responsible for their own destinies since they run their own country and their public institutions. Learners should participate in all matters concerning their well being in schools as well as in class.

(b) Equality

According to the South African Schools Act, No. 84 of 1996, this aspect of change definitely impacts on present education. It states that all children must obtain equal education, and the state must strive towards giving all learners, whether they are in suburban schools, township schools or farm schools, the same access to resources and to personnel, and the same opportunities to realize their fullest potential. It is the purpose of this research to find out whether the learners, the parents and educators are enjoying this constitutional provision. If this is not the case, there will be no trust between the educator and learner in the classroom. A lack of resources to teach in class also becomes significant.

(c) Social justice and equity

Social justice and equity not only refer to emancipation of the mind and spirit, but the freedom from the material straits of poverty and liberty (Gevisser & Morris, 2001:4). Parents of the learners that come to class have very limited access to adequate housing, health care services, sufficient food and water, social security and basic education.

Learners often suffer from a lack of basic nutrition, basic shelter, and social services. Some learners that come to class are subjected to maltreatment, neglect and degradation. Consequently not all learners have equal access to schooling. Exposure to the abovementioned factors may contribute towards a breakdown of trust between educator and learner.

The Act says that no child may be denied the access to education because of an inability to pay. The value of equality should be clearly understood by both learners and educators to an extent that whilst the learner and an educator have a right to the practice of non-discriminatory processes, others should have them as well. Practice in the classroom may help to observe the equality clause in the constitution leads to the values of tolerance and respect for others and that the linguistic diversity is valued, so that there is no discrimination against each other on the basis of language (Asmal, 2000:21).

A learner who feels discriminated against through not observing the above constitutional entrenchment may lose trust upon the educator, and an educator who is not respected by learners may never trust them and in turn may not be trusted by the learners. The pedagogic relationship of trust may thus be affected.

(d) Non-racism and non-sexism

The interaction between educator and learner is underpinned by great sensitivity in the manner in which either the learner or educator treats everyone as equal and their being equal (Gevisser & Morris, 2001:4). This is an essence of the Constitution's emphasis on the value of non-racialism and non-sexism. Presently South African schools have a combination of gender and races for both educators and learners. There is a need to strive towards practices that treat everybody as equal and that works, specifically, towards redressing the imbalances of the past where people were oppressed or devalued because of

their race or their gender. Educators often tend to consider such a value as they deal with different race and gender of learners in class.

The department of education should ensure that black students and teachers attain equality with their white peers in terms of pupil/teacher ratio in class as well as facilities.

The schools, more especially technical high schools, should give equal opportunity to both boys and girls to do all subjects and participate equally in sports.

One often reads of sexual harassment or abuse in schools, thus threatening the safety of females and discouraging them from completing their schooling. For non-racialism and non-sexism to be applied effectively, all places of learning have to be safe for students and teachers (Gevisser & Morris, 2001:4). Society sends its learners to schools and learners are aware of this. As the educator interacts with them they are observant of his practices. Their trust upon the educator is dependent upon this value as well, out of which flows the practices of compassion, kindness, altruism and respect which are at the very core of making schools places where the culture of learning and teaching can thrive; of making them dynamic hubs of industry and achievement rather than places of conflict and pain (Gevisser & Morris, 2001:4).

(e) Ubuntu (human dignity)

In the final Constitution, the drafters applied the notion of *Ubuntu* by asserting that the South African state was founded, before anything else, upon the value of "human dignity" which has an important place in our value system, for it derives specifically from African mores: "I am human because you are human" (Gevisser & Morris, 2001:4).

Society sends its learners to schools and learners are aware of this. As the educator interacts with them, they are observant of his practices. Their trust upon the educator is dependent upon this value as well, out of which flows the practices of compassion, kindness, altruism and respect which are at the very core of making schools places where the culture of learning and teaching can thrive; of making them dynamic hubs of industry and achievement rather than places of conflict and pain (Gevisser & Morris, 2001:4).

(f) An open society

The South African Constitution as the Supreme Law lays the foundations for a democratic and open society in which the government is based on the will of the people (Gevisser & Morris, 2001:5). This means that democracy and openness are interchangeable and interdependent values, whilst the Constitution itself is the route to an open society where learners and educators at schools, particularly in the classroom, gave a right to freedom of conscience, religion, thought, belief and opinion, and they have a right to freedom of expression, freedom of the press, freedom to artistic creativity, academic freedom, freedom of assembly and freedom of association (Gevisser & Morris, 2001:5).

During the process of learning and teaching it is important to note that the abovementioned principles should be observed because failure to do so may have an impact on the pedagogic relationship of trust. Current learners have politicized themselves as they come from a generation of parents of 1976. If they come to school with such a political background the likelihood is that they may experience a lack of trust in their relationship with their educators should these democratic values not be upheld by the teacher in class.

A democrat in an open society means a participant, but not an observer, it means talking and listening and assessing at all times. It means being empowered to read and to think, being given the opportunity and to create artistically. It means being given access to as wide a range of information as

possible through as wide a range of media as possible and also being given the tools to process this information critically and intelligently. It means encouraging a culture of dialogue and debate that is often absent or discouraged in our schools, a culture of discussion out of which values and priorities are perpetually being evaluated and reassessed (Gevisser & Morris, 2001:5).

It is important that the educators take such values to class as they conduct and facilitate the learning and teaching process. Learners coming from a culture of involvement and participation cannot enjoy a situation of being merely observers and listeners. They would not love school if the freedom they are entitled to outside the classroom were restricted in the classroom. They would not trust an educational endeavour, which is propagating values, which are not in accordance with what the learner sees outside the school.

(g) Accountability (Responsibility)

As learners see their parents voting for their leaders from time to time, they begin to see in practice values such as accountability, responsiveness and openness (Gevisser & Morris, 2001:5). According to the Constitution of the Republic of South Africa, Act No. 108 of 1996, public administrations like schools must be governed by values and principles of *inter alia*, professionalism, efficiency, equity, transparency, representivity and accountability. Learners understand those values through the media and would like to see that these principles are practiced in schools, to ensure that democracy as discussed outside is brought into schools. Schools can only survive, let alone prosper, if communities take a responsibility for them. Accountability in the educational context means institutionalizing this responsibility according to the code of conduct for teachers as in accordance with South African Council of Educators, Act, No. 769 of 2000. It means the meeting of formal expectations: children and young adults are the responsibility of teachers, who are in turn accountable to school governing bodies and educational authorities. These educational authorities are accountable to the

broader community and to the citizens of the democratic society (Gevisser & Morris, 2001:5). It is necessary to find out if most schools do carry this responsibility and also the reason why learners would leave school early and roam the streets.

As accountability means ensuring that all school governing bodies become legitimate and working institutions of civil society, irrespective of their individual capacities and resources, there should be no schools which are dysfunctional as a result of the clash between governing bodies and the principal. There should be harmony between the community and teachers. Accountability means that all are responsible for the advancement of the nation through education and through schools and that all are responsible to others in the society for their individual behaviour (Gevisser & Morris, 2001:15). It is to be understood by all involved in the education system, particularly learners, that all human rights come with responsibilities, and educators should emphasize this.

(h) The rule of law

The rule of law is as fundamental to the constitutional state as adherence to the constitution itself. In schools the rule of law is the guarantor of accountability because it holds everyone to a common code of appropriate behaviour. It is not just because we know we should but because we understand that if we do not, we will be disciplined by those to whom we are accountable (Gevisser & Morris, 2001:5).

As the classroom is a family, no learner will defy the educator, or no educator may not honor the lessons if such a spirit exists. This will therefore cement the learner-educator relationship of trust. All participants within the education system are subject to the rule of law. Administrators may not defraud school budgets for personal gain, teachers may not physically or sexually abuse students, and learners may not carry illegal weapons, possess illegal narcotics,

trash school property and intimidate teachers. Non-violence might be a value that flows out of the constitutional principles of *Ubuntu*, (equality and expenses), but is also one that is upheld by the rule of law (Gevisser & Morris, 2001:5). Since schools and classrooms have their own rule of law as a code of conduct for educators and learners, it is to be seen if they are implemented effectively by the custodians of the rule of law in schools, who are the authorities, not only to apply them, but do so fairly, evenhandedly and proportionately.

(i) Respect

This is an implicit value in the Constitution in the way the Bill of Rights governs the state's relationship with its citizens as well as the citizens' relationship with each other (Gevisser & Morris, 2001:5).

In classrooms, respect and dialogue are very important, as respect is a precondition for communication, for teamwork and for productivity. Schools cannot function if there is no mutual respect between educators and parents, and learning cannot happen if there is no mutual respect between educators and learners (Gevisser & Morris, 2-001:5). This is a value through which the educator-learners' relationship of trust could be measured. Respect is enforced by trust, while lack of trust results in disrespect.

The Universal Declaration of Human rights states that "education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms". Education in South Africa should uphold this declaration with regard to the school curriculum and the learning and teaching process.

The Convention of the Rights of the Child states that education should be directed to strengthening "the development of respect for the child's parents, his or her own cultural identity, language and values of the country in which the

child is living, the country from which the child may originate, and for civilizations different from his or her own. Education must also direct itself to the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sex and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin” (Gevisser & Morris, 2001:5).

Teachers should understand such a declaration as they deal with learners in the teaching and learning situations. If they do understand, they should accept it in order to implement it. If not, this would then contribute to the breakdown of trust not only between the learner and educator, but also between the learner and education in general. This would result in a lot of dropouts, and increased crime due to unemployment.

(j) Reconciliation

The transformation of education is a mechanism to entrenching democracy in pursuit of national unity, the well being of all South African citizens and peace based on reconciliation and the reconstruction of society (Gevisser & Morris, 2001:5).

The Constitution calls upon all South Africans to “heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights.” This conception is bound up in South Africa’s official motto “Unity in diversity” (Gevisser & Morris, 2001:5). Racial clashes in schools with mixed learners would not occur if educators would consider this value as they interact with learners.

There are challenges to accept each other through learning about interacting with each other, and through the study of how we interacted with each other in the past. Reconciliation, difference and diversity are the basis for unity; it

means accepting that South Africa is made up of people and communities with very different cultures and traditions and with very different experiences of what it means to be South African. Experiences have often been violent and conflictual. Today, the classroom, particularly in the township, is formed of learners of different political persuasions, religions and beliefs led by a teacher with his own beliefs, thoughts and political persuasions. The teacher has to uphold the values of the South African Constitution, which he himself may not necessarily uphold, and respect. This impacts on the pedagogic relationship of trust. South Africa is a society that is reconciling itself and has learners in class who are a product of such reconciliation. Therefore, they should see an educator whose approach to the lesson is highly reconciliatory. His approach should be acknowledging and understanding of this complex, yet difficult history, from which flows the conditions of peace, well-being and unity – adhering to a common identity, a true common South African, which in turn flows from the value of reconciliation. Reconciliation comes from the active engagement in the “reconstruction of society.” This value is inextricably woven into the value of equality (Gevisser & Morris, 2001:5). Educators should effectively engage in lessons in the reconstruction of the new value system of the African society by the way they prepare, deliver or approach the teaching and learning endeavour; thus enhancing a pedagogic relationship of trust.

2.4 SUMMARY

In this chapter, internal and external factors influencing the relationship of trust were discussed. In the next chapter, attention will be given to the planning of the research.

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3.8 **SUMMARY**

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CHAPTER 3

PLANNING OF THE RESEARCH

3.1 INTRODUCTION

According to Mahlangu (1987:77) a descriptive approach is one of the approaches to gathering data and uses a combination of different methods, namely survey, development studies and case studies. In this study the survey method will be used. Dale (1990:20) explains that the survey obtains the information directly from participants by posing questions. It includes interviews and questionnaires. The researcher will implement both questionnaires and interviews to collect data. The questionnaire and interview are similar in many ways; hence they attempt to elicit the feelings, beliefs, perception or activities of respondents (Sac, 1979:244).

3.2 PREPARATION AND DESIGN OF THE RESEARCH

3.2.1 Permission

The researcher drafted a letter (Appendix A) to the Umlazi South and North, and Umbumbulu Chief Superintendents to ask for permission to conduct research. In a letter the schools selected for the research in the circuit were identified. The letter to the Chief Superintendent together with a copy of the questionnaire, were personally handed over to the Umlazi South and North and Umbumbulu District Superintendent. Permission was granted by the Chief Superintendent (Appendix B).

The researcher visited the principals of the selected schools with the letter of approval (Appendix B) from the Chief Superintendent together with the letter to request educators to be respondents (Appendix C) and made the arrangements for administering the questionnaire to the educators. The permission was

granted on condition that all information gathered would be used for research objectives only.

3.2.2 Selection of respondents

1. Schools

There are thirty-seven (37) high schools in the Umlazi South and North Districts. In this study twenty-five (25) high schools were randomly selected for the survey only from ex-KZN schools. Generalization of these findings excludes ex-DET, ex-HOD, ex-HOR, and ex-NED schools.

2. Teachers

From each of the 25 schools, 10 were selected to complete the questionnaires. This provided the researcher with a sample of 250 educators as respondents.

3.3 THE RESEARCH INSTRUMENT

3.3.1 The questionnaire

De Vaux (1990:80) states that questionnaires are the most widely used survey data collecting technique. Van Rensburg, Landman and Bodenstein (1994:504) describe a questionnaire as a set of questions dealing with the same topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. De Vaux (1990:80) concurs with them when he describes the questionnaire as a highly structured data collection instrument where each respondent is asked the same set of questions.

3.3.2 Construction of the questionnaire

Sudman and Bradburn (1982:4) point out that questionnaire construction is one of the few activities in which plagiarism is not only tolerated but also actually encouraged. The aim of the questionnaire (Appendix D) was to obtain information regarding the educators' perception of their educational responsibilities pertaining to a pedagogic relationship of trust. The questionnaire was made up of 35 questions, which mainly focused on social, economic and political changes that may affect the pedagogic relationship of trust.

In this section respondents were requested to indicate their perceptions on the pedagogic relationship of trust in three ways: agree, disagree and uncertain.

3.3.3 Characteristics of a good questionnaire

A questionnaire is the product of the research problem, theory, method of administration and method of data analysis. Although questionnaires have obvious limitations, thinking ahead and pilot testing can avoid many. Good questionnaires do not just happen: they involve careful thinking, numerous drafts, thorough evaluation and extensive testing. A good questionnaire is one in which there is a good logical flow of questions.

According to Mahlangu (1987:84-85) and Van den Aardweg and Van den Aardweg (1988:190) the following can be considered characteristics of a good questionnaire:

- It has to deal with a significant topic, which the respondent will recognize as important enough to warrant spending his or her time on.
- It seeks only that information which cannot be obtained from other sources.

- It must be as short as possible, but long enough to get the essential data.
- It must be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions for a good questionnaire are clear and complete and important terms are clearly defined.
- Each question deals with a single concept and should be worded as simply and straightforward as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Data obtained from questionnaires are easy to tabulate and interpret.

3.3.4 Advantages and disadvantages of the questionnaire

1. Advantages of a questionnaire

Despite shortcomings, questionnaires have the great advantage of generating a systematic variable case matrix, enabling coverage of a large, representative sample and of being relatively efficient. According to Mahlangu (1987:94-95), Norval (1988:60) the questionnaire as a research instrument has the following advantages:

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interviewer bias.

- A questionnaire permits anonymity.
- It permits a respondent a sufficient amount of time to consider answers before responding.
- Questionnaires offer greater uniformity across measurement situations than do interviews since each person responds to exactly the same questions.
- Generally the data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.
- Using a questionnaire solves the problem of non-contact when the respondent is at home “when the interviewer calls”.
- Through the use of questionnaire approach the problems related to interviews may be avoided.
- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in face-to-face situation with an interviewer who may be a complete stranger.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if the set guidelines are followed.
- The administering of questionnaires, the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences made.

- Questionnaires can elicit information, which cannot be obtained from other sources.

In this study, the questionnaire will permit researcher a wide coverage of a large sample at a minimum cost in both capital and effort. All respondents will receive similar instructions; hence the questionnaire eliminates bias on the part of the researcher. Respondents will be in a position to respond at their own convenience, to ascertain reasons for a particular attitude and to supply statistical information.

2. Disadvantages of the questionnaire

Questionnaires are on the whole instrument that give information of a subjective nature, the validity and reliability of which are difficult to obtain. Bias may arise from respondent's misunderstanding questions, resentment of interference in their personal affairs, or falsification for reasons related with the subject of the survey. Kidder and Judd (1986:223-224); Mahlangu (1987:84-85) and Van den Aardweg and Van den Aardweg (1988:190) mention among others, the following disadvantages of the questionnaire:

- Questionnaires do not provide the flexibility of interviews.
- People are generally better able to express their views verbally than in writing.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- Written questionnaires do not allow the researcher to correct misunderstanding or answer questions that the respondents may have.

- The mail questionnaire does not make provision for obtaining the views of more than one person at a time.
- Answers to mail questionnaires must be seen as final.
- In a mail questionnaire the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as “independent”.
- Researchers are unable to control the context of question answering, and specifically, the presence of other people.

3.3.5 Validity and reliability of the questionnaire

1. Validity of the questionnaire

Schumacher and McMillan (1993:223-226) define validity as a judgement of the appropriateness of a measure for specific inferences or decisions that result from the scores generated. This implies that validity is a situation-specific concept. It depends on the purpose, population and environment characteristics in which measurement takes place. For assurance that the procedures have validity in relation to research problems, it is incumbent on the researcher to describe the validity of the instrument used to collect data. The researcher should show that for the specific inferences and conclusions made in the study, there is evidence that validity exists. Van den Aardweg and Van den Aardweg (1988:237) and Dane (1990:257-258) distinguish between three different types of validity:

- Content validity where content and cognitive processes can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.

- Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristics in question. The criterion should be relevant, reliable and free from bias and contamination.
- Construct validity pertaining to the extent to which the test measures a specific trait or construct for example intelligence, reasoning, ability, attitudes, etc.

The validity of the questionnaire indicates how credible a measure is likely to be in a given situation. According to Schnetler (1993:71) a valid research instrument is one that has demonstrated that it detects from "real" ability, attitude or prevailing situation that the researcher can identify and characterize. If the ability or attitude is itself stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158). The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instruments results, other than the ones the researcher wishes to make, can be ruled out. Dane (1990:148-149) states that establishing validity requires that the researcher anticipate the potential arguments that skeptics might use to dismiss the research results.

The researcher utilized the questionnaire as an indirect method to measure learners' perceptions of their responsibilities regarding learner-educators' relationship of trust. Due to the complexity of the respondents' attributes, one is never sure that the questionnaire devised will actually measure what it purports to measure. Items like height, mass, length or size cannot be measured in the questionnaire. From the interpretation of the result gained and the sureness with which conclusions could be drawn, the researcher is, however, convinced that the questionnaire to a large degree did measure that for which it was designed.

2. Reliability of the questionnaire

Reliability, according to Schumacher and McMillan (1993:227), refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collections. Mulder (1989:209) and Van Rensburg, Landman and Bodenstein (1994:12) concur with them when they describe reliability as a statistical concept that relates to consistency and dependability. The goal of developing reliable measure is to minimize the influence of chance or other variables unrelated to the intent of the measure. If the instrument is unreliable, the information obtained is ambiguous, inconsistent and useless. It is therefore important for researchers to select and develop data gathering procedures highly reliable.

Van den Aardweg and Van den Aardweg (1988:194) and Kidder and Judd (1986:47-48) distinguish between the following measures of reliability:

- Test-retest reliability (coefficient of stability) consistent estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion and on another occasion.
- Internal consistency reliability. This indicates how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, the split-half reliability can be calculated.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is not proof that the answers given reflect the respondent's true feelings (Dane, 1990:256). An indication of reliability if necessary but not conclusive evidence that an instrument is valid.

Reliability refers to the extent to which measurement results are free of unpredictable error.

Sources of error that affect reliability are *inter alia*, the following (Mulder, 1989:209) and Kidder and Judd (1986:45).

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.
- Random effect by respondents who guess or check attitude alternatives without trying to understand them.

When the questionnaire is utilized as an empirical research instrument there is not specific method, for example, the "test-retest" method, to obtain the reliability of the questionnaire. There it will be difficult to establish to what degree the answers of the respondents were reliable. The researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and responding to questions was made possible by the anonymity of the questionnaire. In coding of the questions it was evident that questionnaires were completed with necessary dedication and commitment.

3.4 PILOT STUDY

According to Dane (1990:42) a pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full-scale project. For the purpose of the pilot study in this research project, ten learners were selected amongst researcher's colleagues. The pilot study is a preliminary "trial run" investigation using similar questions and similar subjects as in the final survey. The basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument (Kidder & Judd, 1986:211-212). A pilot study provides the researcher with an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. This implies that by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by varying procedures, instructions and questions.

According to De Vaux (1990:105) a pilot study has various advantages, which prompted the researcher to use it in the project under study. These advantages, amongst others, are that it:

- Permits a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating data.
- Provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.

According to Plug, Meyer, Louw & Gouws (1992:49-66) the following are the purpose of a pilot study, and these were also the aim of the researcher in this survey:

- It provided the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating data.
- It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.
- It saved the researcher major expenditures of time and money on aspects of the research, which could have been unnecessary.
- Feedback from other persons involved was possible and led to important improvements in the main study.
- In the pilot study the researcher tried out a number of alternative measures and selected only those that produced the best results for the final study.
- The approximate time required to complete the questionnaire was established in the pilot study.
- Questions and/or instructions that were misinterpreted were formulated.

Through utilization of the pilot study as “pre-test” the researcher was satisfied that the questions asked complied adequately with the requirements of the study.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

Mulder (1989:39) maintains that if properly administered, the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously. The researcher personally delivered questionnaires to the selected schools at Umlazi and Umbumbulu and collected

them again after completion. This method of administration facilitated the process and response rate.

3.6 THE PROCESSING OF DATA

Once data was collected, it was captured in a format, which would permit analysis and interpretation. This involved the careful coding of the questionnaires completed by educators. The coded data was subsequently transferred to a computer spreadsheet using the Quattro Pro 4.0 statistics computer program. Data was converted into frequency tables to analyze the findings by means of descriptive statistics.

3.6.1 Descriptive statistics

Descriptive statistics, according to Van Rensburg, Landman and Bodenstein (1994:355) serve to describe and summarize observations. Frequency tables are useful in forming impressions about the distribution of data.

According to Van den Aardweg and Van den Aardweg (1988:65-76) frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- Indicates how many times a particular response appears on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question relation to the total number of responses.

The arithmetic mean (average) can be calculated by adding all the scores and dividing it by the number of scores.

The researcher has used the descriptive statistics method summaries data and to interpret the results.

3.6.2 Application of data

The questionnaire (Appendix D) was designed to obtain the educators' perceptions regarding their responsibilities pertaining the pedagogic relationship of trust to extract the information needed for the purpose of this study; the questionnaire was made of 35 questions varying from social, economic and political change.

3.7 LIMITATIONS OF THE INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the validity and reliability of the questionnaire:

- Although anonymity was required in the questionnaire the possibility exists that, because of educators' caution, they might not have been frank and truthful in their responses.
- The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.
- The investigation was confined to educators from Umlazi South and North, and Umbumbulu only. Differences might have been elicited from educators working in other areas.

3.8 SUMMARY

This chapter serves to outline the criteria and procedures that the researcher had to consider in the planning of the research. Planning incorporated permission

selection of respondents, the research instrument employed (in this case, the questionnaire), validity and reliability of the questionnaire, the pilot study, how the questionnaire was administered, processing of the data and the limitations of the investigation. All of the above aspects served in the construction of a credible research design.

The next chapter will focus on the presentation of data.

CHAPTER 4

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CHAPTER 4

PRESENTATION OF RESEARCH DATA

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data which was collected by means of questionnaires by educators in 25 high schools of Umlazi South and North districts as well as the Folweni circuit of Umbumbulu district under the Durban South Region.

The information that has been collected is interpreted by means of descriptive statistics, and certain comments are offered.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Biographical information

(1) Composite table

Table 1 Frequency distribution according to age

	Number	Percentage
Females	130	52
Males	120	48
Principals	15	6
Deputy principals	21	8,4
HODs	32	12,6
Educators	182	73

There are 52% female respondents that participated in this research probably due to the fact that the teaching profession suits females better e.g. raising children, running a household and evenly spread holidays.

(2) Gender and age**Table 2** Frequency distribution according to gender and age

	Male	%	Female	%	Total
21-25	8	3	12	5	20
26-30	24	10	41	16	65
31-35	31	12	72	29	103
36-40	15	6	26	10	41
41-45	7	3	10	4	17
46-50	4	2	0	4	4

Observantly, at every level of each age category, the number of females is more except in the age group 46-50. This indicates that females are a majority in the teaching profession (cf. table 1).

(3) Post levels**Table 3** Frequency distribution according to post levels

Principal	%	Deputy principal	%	HODs	%	Educators	%	Total	%
15	6	21	8	32	13	182	73	250	100

Seventy-three (73) percent of the respondents are level 1 educators. This indicates that the research involved a relevant sample of educators between whom and learners the relationship of trust in teaching and learning becomes a crucial factor.

(4) Experience**Table 4** Frequency distribution according to years of experience

Years	Number	%
0-2	13	5
3-7	85	34
8-15	12	45
16+	36	15

Forty-five (45) percent of the respondents have taught for 8-15 years. This is a reasonable parameter of teaching experience. It is noted that there are only 14% who have a reasonably longer teaching experience of 16+ years.

4 FACTORS AFFECTING A PEDAGOGIC RELATIONSHIP OF TRUST

(1) Internal factors

INTERNAL FACTORS							
Item	Statement	Agree	%	Disagree	%	Uncertain	%
4.1	Participate in drafting their code of conduct at school.	139	56	70	28	41	16
4.2	Practise freedom of speech at school	168	67	54	22	28	11
4.3	Respect each other's point of view in group discussions.	146	58	60	24	44	18
4.4	Report to educators their absence from school.	157	63	68	27	25	10
4.5	Accept educator's advice in good faith.	46	18	56	22	48	19
4.6	Attend to their lessons regularly.	125	50	103	41	22	9
4.7	Have the necessary textbooks to do their homework.	100	40	122	49	28	11
4.8	Respect their educators.	14	6	68	27	38	15
4.9	Damage personal property of educators	82	33	134	54	34	14
4.10	Steal from other learners in class.	137	55	59	24	54	22
4.11	With reference to girls in particular, are sexually harassed by unruly learner boys.	119	48	82	33	49	20
4.12	Carry guns to school.	102	41	89	36	59	24

Item 1 Learners participate in drafting their code of conduct at school

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
166	66	48	19	36	14	0	0	250	100

The fact that 66% learners (according to the respondents) agree to this statement reflects that learners are involved in deciding matters that affect them at school. Learners elect their own representatives to the learner representative council, which will facilitate meetings to the interests of learners. The code of conduct is a requirement for schools according to section 8 the South African Schools Act (Act No. 84 of 1996). The aim of this code of conduct is to inform the learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society: it must set a standard of moral behaviour for learners and equip them with the expertise, knowledge and skills they would be expected to evince as worthy and responsible citizens and it must promote the civic responsibilities of the school and also develop leadership.

The main focus of the Code of Conduct must be positive discipline, it must not be punitive and punishment oriented but facilitates constructive learning. This has to be adopted by the governing body of the school by ensuring that the code of conduct is aimed at a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of learning process. According to this table 66% of the educators agree that learners should be involved in the process whereby in all schools the rule of law is the guarantor of accountability, by holding all to a common code of appropriate behaviour – not just because they should, but because they understand that if they do not, they will be disciplined by those to whom they are accountable (Gevisser & Morris, 2001:5). Only 19% of educators disagree whilst 14% are uncertain.

Item 2 Learners practise freedom of speech at school

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
168	67	54	22	28	11	0	0	250	100

The 67% of respondents agree that their learners practise freedom of speech at school. It is a democratic principle enshrined in the Bill of Rights in the Constitution of the Republic of South Africa, Act No. 108 of 1996. The rights of all people are enshrined and the democratic values of human dignity, equality and freedom are affirmed. This means all learners and partners at a school have a democratic right to due process and to participate in decision-making about matters affecting them. Further, they have a right to have their views heard about these matters. Therefore, these learners have a right to seek, hear, read and wear. This item also includes the right for learners to agreed procedures with the governing body for expressing and resolving school related grievances. Dialogue is one of the values most desired in South African schools. The need to be heard, to be listened to, and the rarity of that experience, is a common thread linking the voices of educators, parents and learners (Asmal, 2001:6). Dialogue promotes democratic values in schools. There is therefore a need not only to promote dialogue but also to create and defend spaces for safe expression. The result in the table reflects that the majority of the schools have a culture of communication and participation in schools. They open up channels of dialogue between parents and educators until there is mutual respect between them, and that each side treats the other with respect, realizing that each side has something to offer.

This communication and participation in schools through dialogue means (Asmal, 2001:6):

- Resourcing schools governing bodies so that they become dynamos of activity committed to the best interests of the school, rather than fiefdoms of personal control or sites of bitter conflict.

- Improving channels of dialogue between educators and officials, so that educators feel valued and officials feel that their directives have been adhered to rather than stonewalled.
- Giving principals the kind of management training that will enable them to mobilize their staff effectively.
- Providing educators with the skills to facilitate critical thought in classrooms, so that they are able to listen to their students – and be heard by them.
- Teaching students that they have freedom of expression and freedom of speech, but that these freedoms come with certain responsibilities. The table above indicates that this important value of the Constitution is known and being practiced.

Item 3 Learners respect each other's point of view in group discussions.

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
146	58	60	24	44	18	0	0	250	100

Most of the respondents agreed that learners uphold such a value. 24% that disagreed also have reasons that there is tendency not respect each other's point of view in group discussions 18% of educators were also uncertain and therefore there are 104 educators who do not confirm this principle, meaning that there is a growing lack of respect for each other's point of view in group discussions.

In the great contest of ideas that best symbolizes enlightened humanity, respect, in addition to intelligence or which is probably the essential quality. In the Constitution respect is implicitly part of the Bill of Rights, which governs not only the state's relationship with citizens, but also the citizen's relationship with

each other (Asmal, 2001:5). Some research done by the Department of Education reflected that respect and dialogue were lacking in schools. This is an essential precondition for communication, for teamwork, for productivity. For schools to function there has to be mutual respect between educators and parents. Learning can only happen if there is mutual respect between educators and learners.

These educators who disagree that there is respect of each other's point of view are according to the respondents indicating that there is a growing problem of intolerance amongst our learners who are mostly mixed nowadays (Asmal, 2001:5).

Item 4 Learners report to educators their absence from school

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
157	63	68	27	25	10	0	0	250	100

These statistics indicate that learners do abide by the Code of Conduct, by virtue of the fact that they do report absence from school. This also confirms that absenteeism is a factor in our schooling system, which may disrupt the culture of learning and teaching. However, the 37% educators who disagree are also indicating that there is a growing tendency for the learners not to report absence to educators. The learners therefore do not feel accountable to educator, thus bringing to doubt their responsibility as required of them by their own Code of Conduct.

Item 5 Learners accept educators' advice in good faith.

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
146	58	56	22	48	19	0	0	250	100

There are 58% respondents who agree to this statement. They are witnessing the fact that there is dialogue between educators and learners. This is only 58%

of the 250 respondents, 42% respondents who do not necessarily agree to this statement. It means that there are learners who do not accept the educators' advice in good faith. There needs to be a conscious effort to understand why these learners do not accept the educators' advice in good faith so as to be able to help him overcome his handicaps, to improve self-understanding and to better cope with personal problems, to improve personal understanding and self-image and to be able to live with himself (Steyn, De Klerk & Du Plessis, 1999:61). Those learners who are not accepting the educators' advice in good faith will not be helped as mentioned above. The final thing to happen with them is that they will fail to (Gevisser & Morris, 2001:5):

- overcome their handicap in class and in general life,
- improve their self-understanding and to cope with personal problems, and
- improve their personal understanding and self-image.

Such learners may end up dropping out of school and be failures in life forever.

Item 6 Learners attend to their lessons regularly

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
125	50	103	41	22	9	0	0	250	100

This statement again indicates that there is a growing tendency for learners not to attend classes though the number of respondents that agree is bigger than those that disagree and those that are uncertain. It indicates that there is a lack by learners to attend classes regularly:

1. Asmal (1999:7) warned educators about this. In his address to the South African Democratic Teachers' Union (SADTU) at a conference saying that the public viewed the union – and many other teachers – in a negative light. Poor examination results and well-documented areas of moral decay within what should be a proud profession are putting many teachers to shame. Instances of drunken and immoral behaviour, failing to arrive at

work for long periods and putting in short hours in favour of running businesses have become legion (Asmal, 1999:16).

2. According to Chala (2002:3), poverty is the main reason why learners will not come to school regularly. The study conducted in informal settlements and hostels around Kathorus region in the East Rand of Gauteng, by the Wits Education and Health Policy Units, Clacherty & Associates together with Kathorus Enhanced Learning Initiative reveals two categories:

- Nineteen percent has never been to school.
- Eighty-one percent has dropped out of school.

The first category could not attend school because they had no uniform and school fees, according to the report. It is stated that they even go to bed hungry.

- The dropout age is 13 years and this is solely due to poverty and it is mainly boys that are victims of dropouts prevalently in mostly rural provinces. Other reasons are a lack of stable housing and family dysfunction. This is an indication that learners not attending classes regularly are as a result of educators not coming to class, or coming to school under the influence of liquor. The 125 educators that agree could be those that come from schools whose parents have a good influence upon the education of their children, from whose environment problems of this kind may have not yet surfaced. There is a need to pay particular attention to this aspect.

Item 7 Learners have the necessary textbooks to do their homework

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
100	40	122	49	28	11	0	0	250	100

This item pertaining to textbooks becomes an outright problem because 49% respondents indicate that learners do not have the necessary textbooks to do their homework. This is as a result of inequalities between the rich and poor, rural and urban schools, which are growing as the disadvantaged stay disadvantaged. It is clear that the government's education policies are not benefiting those who most need a better start in life. It was prior to 1994 elections that promises like (Bissety, 1999:9):

- Free and compulsory education,
- New and improved schools,
- Libraries and laboratories,
- More free textbooks,
- More access to tertiary education, and
- Adult literacy for all was promised, but those have hardly been fulfilled.

Prof. Kader Asmal has acknowledged that (Bissety, 1999:9):

- Government's policies over the last five years have largely failed to serve poor urban and rural communities.
- There were still massive inequalities in terms of access and facilities, the poor state of morale of the teaching force, failures in governance and management, and the poor quality of learning in much of the system.

It is for this reason that there is a breakdown in learning-teaching in schools. Learners do not have textbooks and parents cannot buy them because they were promised a free supply of textbooks.

Item 8 Learners respect their educators

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
144	58	68	27	38	15	0	0	250	100

Fifty-eight respondents agreed that learners respect their educators. This means that those educators experience a warm relationship between themselves and learners and also amongst learners themselves. Since respect is a precondition for communication, for teamwork and productivity, these schools should not be having any problems about the pedagogic relationship of trust. However, 27% respondents disagree, whilst 15% are uncertain. This means 42% of the respondents are not respected by learners. This also means that communication; teamwork and productivity are not guaranteed. Therefore, the culture of learning and teaching is non-existent. There is little mutual respect between educators and learners. Respect and responsibility are values that go hand-in-hand. Even the Universal Declaration of Human Rights states ... education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms (Gevisser & Morris, 2001:5). It is for this reason that this research is conducted because some of the schools have become almost dysfunctional. The Convention of the Rights of the Child states that: It calls for education to be directed to strengthening "the development of respect for the child's parents, his own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he may originate, and for civilizations different from his own" (Gevisser & Morris, 2001:5). It is important to consider the growing tendency not to respect educators.

Item 9 Learners damage the personal property of educators

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
82	33	134	54	34	14	0	0	250	100

This item referring to damage to property, combines a number of values, the first of which is respect and responsibility. It means there is a growing tendency to damage educator property like cars, offices and robbery. These learners damage personal property in order to gain access to valuables, which

could be sold to get money to survive. In South Africa there is a deep and widening gap between the haves and the have-nots (Desai, 2000:11):

- In 1975, 49,2% of annual income went to the richest 10% of the population.
- In 1991 the top 10% received 51,2%. They got richer. The poorest 40% earned 3,9% in 1975. They got poorer. The 1996 census figures indicate that inequalities are increasing all the time.
- With the reduction of tariffs in the clothing and textile industry to 17%, tens of thousands of jobs were lost. This was a traditional source of income for the literate and semi-literate people whose learners are in the township schools where we conducted this research.
- The casualisation of labour in the hospitality sector also put hundreds of employees who are breadwinners of these learners, onto the street. Therefore, these learners who damage the educator's property want valuables to sell in order to feed themselves. It is for this reason that teacher unions have been calling for security in schools because educators are soft targets, especially ladies. Their rings, wrist watches, necklaces, earrings and cell phones are valuables for which some of them have lost their lives.

Item 10 Learners steal from other learners in class

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
137	55	59	24	54	22	0	0	250	100

An outright 55% of the respondents agree to this statement. There are valuables that some learners can afford whilst some cannot afford. Those that cannot afford will always steal from those who have (Chala, 2003:5).

- Textbooks are no longer affordable by all learners in schools; therefore those who do not have them will steal from those who have. Resulting to that is that learners who can afford will, for the sake of safety, not bring their books to school. They only leave them at home so that they use them when needed.
- Calculators are expensive and are always reported stolen. It is therefore a reason for the learners who have them not to bring them to school.
- Food provisions also get stolen.
- Valuables like cell phones for learners as well as technical drawing apparatus are stolen.
- Door locks from classroom doors are stolen.
- Important parts of toilets and many more items are stripped off for use at homes.

All these inequalities in society are aggravated by the government macro-economic strategy, Growth, Employment and Redistribution (GEAR) which has placed particular constraints on all social structures particularly education. While the wisdom of the first half of the 1990s was to increase spending on social services to reduce inequalities, GEAR is promoting a move in the opposite direction to fiscal caution (Bissety, 1999:9).

Teachers were being seen as both a lost and a drain and the impact on teacher morale and the quality of education was immense. Therefore, these budget driven policies do not improve the lives of the poor people, instead, theft starts from a school level as these learners steal from each other.

Item 11 Learners, with reference to girls in particular, are sexually harassed by unruly learner boys

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
119	48	82	33	49	20	0	0	250	100

Sexual harassment seems to be a very serious issue because the presence of unruly boys emanates from some social imbalances. Sexual harassment is another serious violation. This item reflects a problem, which could lead to spousal violence. Spousal violence refers to behaviour pattern that occurs in physical, emotional, psychological, sexual and economic forms developed to perpetuate intimidation, power and control of the abusing spouse over the abused (Hampton, Gullota & Adams (Potter & Weissberg, 1993:116). Therefore the bully learner is influenced by family violence and he practices it in class, he passes that from generation to generation. Learners from violent families are more aggressive to other learners and educators (Lawson, 1983, Rice, 1996:47 & Hampton, 1993:47).

Item 12 Learners carry guns to school

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
102	41	89	36	59	24	0	0	250	100

There are 41% respondents that agree learners carry guns to school. It is evident that learners do not feel safe themselves as members of the society, and also that the background influences them to see life in that fashion.

Ultimately, the lives of educators, other learners, particularly girls who are more often victims of the circumstances, and the people in general are at threat. Trust is never prevalent under such conditions. According to the Constitution of the RSA Act, No.108 of 1996 there has to be a human rights culture in the classroom. Learners and educators have a right to safety. If schools are going to be unsafe, mutual trust will fade and carrying guns to school will increase.

(2) External Factors

EXTERNAL FACTORS							
Item	Statement	Agree	%	Disagree	%	Uncertain	%
4.3.13	Respect the learner's human dignity.	166	66	48	19	36	14
4.3.14	Respect the learner's right to confidentiality.	153	61	60	24	37	15
4.3.15	Encourage the learner to actualize his potential.	181	72	14	17	27	11
4.3.16	Help the learner to develop values acceptable to society.	185	74	50	20	15	6
4.3.17	Exercise authority with compassion.	161	64	53	21	36	14
4.3.18	Have sexual relationships with learners.	90	36	116	46	44	18
4.3.19	Treat both male and female learners equally.	158	63	61	24	31	12
4.3.20	Act in a manner that commands respect from learners.	168	67	52	21	30	12
4.3.21	Accept the learner as a unique individual.	176	70	45	18	29	12
4.3.22	Use satisfactory procedures to resolve conflicts.	169	68	53	21	28	11
4.3.23	Create an atmosphere of dialogue with learners.	175	70	50	20	25	10
4.3.24	Encourage participative decision-making in class.	178	71	48	19	24	10
4.3.25	Implement a variety in management styles.	155	62	57	23	38	15
4.3.26	Are flexible in discipline approaches under changing conditions.	154	62	59	24	37	15
4.3.27	Exercise discipline fairly.	173	69	57	23	20	08
4.3.28	Take sound measures to ensure the safety of learners.	166	66	54	22	30	12
4.3.29	Ascribe learner's academic progress to commitment.	174	70	42	17	34	14
4.3.30	Conduct personal business during teaching time.	101	40	127	51	22	09
4.3.31	Use their extra time to help "slow" learners.	151	60	61	24	38	15
4.3.32	Verbally abuse learners who question subject matter during teaching.	76	30	143	57	31	12
4.3.33	Always come to class well prepared.	141	56	56	22	53	21
4.3.34	Provide learners with homework.	162	65	54	22	34	14
4.3.35	Regularly check learners' homework.	142	57	56	22	52	21

(2) External factorsItem 13 Educators respect the learners' human dignity

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
166	66	48	19	36	14	0	0	250	100

Though there are 66% of the respondents that agree, the 19% that disagrees and 14% that does not want to commit themselves to either, reflect that there is a tendency not to respect the learners' human dignity. Nyatsamba (1999:16) quotes Asmal as saying: "Poor examination results and well documented areas of moral decay within what should be a proud profession are putting many teachers to shame. Instances of drunken and immoral behaviour, failing to arrive at work for long periods and putting in short hours in fact favour of running own businesses on the side have become legion." He further says that "It is true that imbalances in the past have led to totally inadequate conditions in many schools, with a consequently demoralizing effect on both teachers and pupils, but the situation will never be remedied if present teacher attitude prevails." If teachers respected the learners' right to learn, they would not misbehave by embarking on stayaways and come to school under the influence of alcohol.

Item 14 Educators respect the learners' right to confidentiality

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
153	61	60	24	37	15	0	0	250	100

There are 61% educators that agree that educators respect learners' right to confidentiality whilst 24% disagrees completely and 15% is uncertain. There is a deviation from the normal standard of 39%, which is a big number to be undermined. This really has an impact on the pedagogic relationship of trust because according to the Constitution of the Republic of South Africa, Act No.

108 of 1996, chapter 2, the Bill of Rights, teachers should uphold the following constitutional rights of the learner:

- equality,
- human dignity,
- freedom of security of the person,
- privacy,
- freedom of religion, belief and opinion,
- freedom of expression,
- political rights,
- environmental rights,
- children's rights,
- education rights,
- language, and
- cultural and religious rights.

The South African Schools Act, No. 84 of 1996 its preamble indicates the upholding of the learners' right and therefore states that: this country requires a new national system for school which will uphold the rights of all learners. This research indicates that there are educators who do not respect the learners' rights to confidentiality (Wethma, 2001:31).

According to Curriculum 2005 specific outcomes protects the constitutional rights of the learners which demonstrates value and respect for human rights as reflected in *Ubuntu* and other similar philosophies (Department of Education, 1997:80-81).

Educators are bound to uphold the ethical and professional standards of The South African Council of Educators Act, No. 31 of 2000 because by doing so they will be respecting the dignity, beliefs and constitutional rights of learners.

Item 15 Educators encourage the learner to actualize his potential

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
181	72	42	17	27	11	0	0	250	100

Seventy-two percent agree, 17% that disagree and 11% uncertain. From a professional point of view it is a sound principle that educators acknowledge the uniqueness, and specific needs of each learner, guiding and encouraging each to realize his potentialities. The fact that 17% disagree causes concern. Deviation from the above principle means that there are educators who (Badhill, 2001:14):

- do not accept the learner as an individual with his own abilities, dispositions and interests.
- are not caring and sympathetic to the learner and to his specific needs.
- do not guide the youth morally, on conflicting value transmission from communication media (television, radio, videos, etc.) and press (books, magazines), which leave learners in a state of confusion regarding appropriate moral behaviour.
- do not answer the youth questions regarding HIV/AIDS.

If education is allowed to proceed in this manner it may be to the disadvantage of learners. The table indicates that the situation is not at all ideal, but needs attention as soon as possible.

Item 16 Educators help the learner to develop values acceptable to society

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
185	74	50	20	15	6	0	0	250	100

There are 74% respondents that agree fully with the item, though 26% says the opposite. Therefore it indicates that there are schools where such values are taught and this casts doubts upon either the legitimacy of our curriculum or the attitude of some of our educators with regards to the upholding of these values. The values that the society upholds are those upheld by the Constitution of the Republic of South Africa, Act No. 108 through Chapter 2 of the Constitution of the Bill of Rights. The rights are divided into three groups or generations (Bray, 2000:11-12, Kleyn & Viljoen, 1998:255-258).

- First generation rights (blue rights). These are rights that protect the individual from the authority of the state. They are political and civil rights e.g. the right to human dignity, life, freedom of expression, etc.
- The second general rights (red rights) are socio-economic rights which are mainly controlled by the state, taking care of the individuals' needs e.g. basic education, access to adequate housing, and access to medical care services.
- The third generation rights (called the green rights) pertain mainly to groups and include the right to a clean and healthy environment, the right to development and minority rights (Bray, 2000:11-12, Kleyn & Viljoen, 1998:255-258).

With the knowledge of the abovementioned rights it would be possible for the educators to engender democratic values in the learners that are acceptable to society in order to fulfill the aims and objectives of not only transformation but also education in general. These values will be in the form of rights as enshrined in the Bill of Rights like, (cf. chapter 2) equity, human dignity, freedom and security of the person, privacy, freedom of religion, belief and opinion, freedom of expression, political rights, citizenship rights, environmental rights, property rights, children's rights, education rights, language and culture rights.

Item 17 **Educators exercise authority with compassion**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
161	64,4	53	21,2	36	14,4	0	0	250	100

Sixty-four percent agree that educators exercise authority with compassion. The 36% that do not agree indicates that there is a tendency by educators themselves not to exercise authority with compassion, thus infringing into learners' rights. This may impact on the pedagogic relationship of trust. Without compassion the educator would exercise authority by using corporal punishment, which is prohibited by section 3(n) of the National Education Policy Act, No. 27 of 1996 and also by section 10 of the South African Schools Act, No. 84 of 1996. The educator will be violating the Constitution of RSA Act, No. 108 of 1996, and SASA where all guidelines to Code of Conduct are based. The exercise of authority without compassion would undermine the rules or principles of natural justice the application of which would prevent the learner from being harmed either psychologically or physically. It is therefore important to exercise authority with compassion by all educators and efforts should be made to ensure that it is the case; otherwise the bond of trust between the learner and the educator is going to be broken down.

Item 18 **Educators have sexual relationship with learners**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
90	36	116	46	44	18	0	0	250	100

The 36% of the respondents that agree indicate that educators do have sexual relationships with learners. Sexual relationship with learners is an abuse of a relationship needed to ensure effective learning. Uncontrolled it may escalate to the breakdown of morals of the general society (Asmal, 2001:5). Educators involved in sexual abuse of learners are in transgression of the South African Schools Act, No. 184 of 1996. The South African Council for Educators Act,

No. 31 of 2000 is completely against any form of discrimination against any male or female whether in word or deed.

Item 19 Educators treat both male and female learners equally

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
158	63,2	61	24,4	31	12,4	0	0	250	100

Sixty-three percent to the above-mentioned statement. Educators that treat both male and female learners equally are upholding the Constitution of the Republic of South Africa Act, No. 108 of 1996 that says: "...everyone is equal before the law" and may not be discriminated unfairly against on the bases of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, disability, religion, conscience, belief, culture, language and birth. These are boys and girls which according to the South African Schools Act, No. 84 of 1996 are all entitled to equal education from grade 0 to grade 9 where the state must strive towards giving all students – whether they are in suburban schools, township schools or farm schools – the same access to resources and to personnel, and the same opportunities to realize their fullest potential (Gevisser & Morris, 2001:4). Educators who are not upholding this principle should be warned to respect and treat learners equally regardless of sex.

Item 20 Educators act in a manner that commands respect from learners

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
168	67	52	21	30	12	0	0	250	100

Sixty-seven percent agree and 33% do not. Deviation here has to be considered seriously because it may have far reaching effects. If the educators' action commands respect from learners, learners will also respect educators. Mutual respect is a precondition for educationally sound communication, teamwork and productivity and achievement of learning goals. To breakdown in a pedagogic relationship structures like: understanding (knowing), authority and discipline,

and trust. These relationship structures are all dependent upon respect. Out of respect comes communication, which results in understanding each other's role, thus leading to trust.

Item 21 Educators accept the learner as a unique individual

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
176	70	45	18	29	12	0	0	250	100

It is highly appreciable that 70% of the respondents agree that educators accept learners as unique individuals, but the 30% that does not, indicate that even the new approach of Curriculum 2005, which centres all the learning on the learner, is not implemented well. It is important to note that the pedagogic relationship of trust is a backbone of successful culture of learning and teaching. If the educators accept the learner as a unique individual (Wethemar, 2001:34:1):

- The learner will be encouraged to develop a healthy self-concept.
- The educator will gain the learners' confidence and cooperation, therefore, trust.

For the success of education all educators must strive to accept the learner as a unique individual with specific needs. The learner will respect an educator, who is caring and sympathetic to the learner and to his specific needs. This indeed would add to a better pedagogic relationship of trust.

Item 22 Educators use satisfactory procedures to resolve conflicts

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
169	68	53	21	28	11	0	0	250	100

Sixty-eight percent of the respondents agree, but 21% disagrees whilst 11% are uncertain. This indicates that there are no signs of satisfactory procedures to resolve conflicts observable to respondents and this becomes an issue of grave concern. There is reason to follow the principles of natural justice as the educator resolves the conflict (Klein & Viljoen, 1998:196-197):

- *“Audi Alteram partem”* (hear the other side). This means that the alleged offender (e.g. particular learner) must be given the opportunity to put his side. It further means that the alleged offender must be informed of the charge against him.
- *“Nemo index in sua lausa”* (no-one should be judged in his own case). This means that the one presiding over the case must act without discrimination or prejudice (Kleyn & Viljoen, 1998:196-197).
- The educator shall avoid making unflattering remarks that would cause the learner to be rejected by his peers.
- The educators shall not humiliate and psychologically abuse the alleged learner.
- The educators shall not be sarcastic and make insulting remarks that are harmful to the alleged.
- The educators shall avoid comparing a learner unfavourably with a fellow pupil.
- The educator shall not use nicknames that imply ridicule and reflect the educator’s judgement of the learner.

Those disagreeing or uncertain could be those who do not follow the principles of natural justice as they resolve conflict amongst learners or between learners

and educators. If the right procedures are not used it may lead to loss of respect of the educator by a dissatisfied learner. He would spread his influence to his sympathizers who in turn may lose trust in the educator. This would affect the pedagogic relationship of trust.

Item 23 Educators create an atmosphere of dialogue with learners

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
175	70	50	20	25	10	0	0	250	100

There are 70% respondents that agree that educators create an atmosphere of dialogue with learners, 20% disagree and 10% are uncertain about it. The educators that allow dialogue in class can hear their learners and can understand them. Dialogue is not only important to promote democratic values in schools but there is a need to also create and defend spaces for safe expression and defined dialogue. Dialogue between the educator and learner helps to understand differences. Whilst there can be many things in our past and present which may cause disagreement, we must promote a healthy dialogue for with our differences and consensus upon a shared building, the exploration (Asmal, 2001:6).

The lack of dialogue will not give the principal the kind of management training that will enable them to mobilize their staff effectively. It will not provide educators with skills to facilitate critical thought in classrooms and educators will not be able to listen to their learners.

The 70% of educators who agree upon dialogue can teach their learners so that they have freedom of expression and freedom of speech, but that those freedoms come with responsibilities. It is therefore important to consider that the 30% of respondents who disagree or are uncertain are depriving not only learners a better future but they will be flouting the constitution of the country. Pedagogic relationships could be harmed because there is no communication, no teamwork therefore no productivity.

Item 24 Educators encourage participative decision-making in class

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
175	70	50	20	25	10	0	0	250	100

Seventy-one percent of the respondents that agree give a lot of hope that change is taking place in terms of the teaching approach and methodology. This table indicates that there is a growing tendency not to encourage participative decision-making in class by some other educators. Dialogue facilitates understanding between both the learner and the educator so that the learners' needs will be clearly known to the educator. Freedom of speech and expression in schools mean having the skills and the resources to express oneself to be oneself within the accepted norms of not violating other's basic rights in the process (Asmal, 2001:4).

This kind of expression of oneself would facilitate the constructive exchange of opinions to the benefit of the learner if educators encourage participative decision-making. Educators should understand that if learners feel no connection to anything, their dislocation is a measure of the education, not the learners. If they acknowledge the humanity of others, then they shall acknowledge their own humanity. This is what they call cooperative learning in the classroom as a human rights culture. Educators should understand that democracy has brought with it a greater emphasis on values, attitude, skills and knowledge needed by people to be able to function as part of a group, community or society. Educators who do not encourage participative decision-making are violating the Bill of Rights as enshrined in chapter 2 of the Constitution Act, No. 108 of 1996.

Item 25 Educators implement a variety in management styles

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
155	62	57	23	38	15	0	0	250	100

Sixty-two percent of the educators who agree that educators do use a variety of management styles. This helps to guide learners at different times until they achieve the desired outcomes from learning. If educators use various management styles it impacts on a classroom atmosphere so that learners feel accepted to learn, to communicate, and to participate in teamwork and productivity in class. This also impacts on the pedagogic relationship of trust.

Item 26 **Educators are flexible in discipline approaches under changing conditions**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
154	61,6	59	23,6	37	14,8	0	0	250	100

Sixty-two percent of respondents agree, 24% disagree and 15% are uncertain. According to this analysis there are 62% cases where there is no deviation from the normal standards. However, the 38% deviation has an impact on the pedagogic relationship of trust. The three relationship structures:

- The relationship of knowing or understanding.
- The relationship of authority, and
- The relationship of trust is important in maintaining discipline.

When the educator knows and understand the learners' background very well, he will understand why the learner behaves in a particular way. The educator will know his needs and potentialities. Then the educator will exercise authority with compassion, which in turn will result in the establishment of trust between the learner and the educator. Therefore, those educators who do not agree should be helped so that the undermining of this principle does not spread as wild fire across the field of education because learners could be victims of the circumstances.

Item 27 Exercise discipline fairly

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
173	69	57	23	20	8	0	0	250	100

It is observed that 69% of respondents exercise discipline fairly. In this case, fair exercise of discipline will mean entrenching a culture of human rights in the classroom. It is also true that educators perceive the child's rights culture to undermine adult authority over child rearing, leaving adults feeling powerless to guide children in a world characterized by high levels of change (Asmal, 2001:6).

The 23% that does not agree and 8% that are uncertain indicate that there are areas that need attention in this profession. Educators who do not believe in the fair exercise of discipline should experience the concept "child centered teaching as a mechanism to gain respect and discipline in their classrooms so as to avoid the tension between the repressive and rights-centred interpretations of values (Asmal, 2000:8). The lack of respect is seen when the learner shows no respect to the educator. In general, we know that everyone wants to be "respected" within a school environment, but the way people define respect is often different. When the educator demands respect, it might be within paradigm whilst when the learner demands respect it might be within a libertarian paradigm (Asmal, 2001:8). This results in a misunderstanding between the learner and the educator and discipline is seen to be a problem area.

Asmal (1999:15) says "Unless the educators nurture a value system in our schools that is workable, owned by everyone and in line with the principles not only of the Bill of Rights but of all the curriculum and school governance policy and legislation we run the dangerous risk of turning our classrooms into a battleground between an anarchic freedom that masquerades as human rights and an authoritarian backlash that masquerades as "moral regeneration". Anarchy is not the route to freedom; neither is authoritarianism the route to

good citizenship. Educators should know that our mission is to find a path towards freedom that is not anarchic. Educators should know that our mission is to find a path towards freedom that is not anarchic, a path towards good citizenship that is not totalitarian. This will help educators to exercise discipline fairly and to get maximum cooperation without sacrificing the human rights culture.

Item 28 **Take sound measures to ensure the safety of the learners**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
166	66	54	22	30	12	0	0	250	100

There are 66% of the respondents who agree to the abovementioned statement. It means educators do take sound or reasonable measures to ensure the safety of the learners in classroom, in the laboratory, in the workshop, on the playground, the sports field or in the gymnasium. Learners are exposed to danger outside the school premises whilst participating in activities organized by the school e.g. field trips, excursions and camps. It is therefore important for educators to take precautions to ensure the safety of the learners at all times when the learners are in their care, be it during or after school hours, at school or away from school.

The 22% and 12% educators who either disagree or uncertain about it clearly indicate that there are areas where this step is not observable. It is important, therefore, to encourage all the educators to acquaint themselves with the high standard of care required by educators for pupils. It is in the common law principle *diligens pater familias* meaning that the teacher is expected to exercise the same degree of care for the learners as would careful and prudent parents (Squelch, 1993:243). The educator has a duty of care towards the learners and is therefore to protect them from physical and psychological harm. It is therefore important for the educators to take sound measures to ensure the safety of a learner (Moosa, 2001).

Item 29 Educators ascribe learners' academic progress to commitment

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
174	70	42	17	34	14	0	0	250	100

There are 70% of respondents that agree to this statement and 17% disagree, with 14% who are uncertain. In an ideal situation, educators should all be ascribing learners' academic progress to commitment. The 30% that do not agree indicates there is a problem regarding commitment and competence among educators themselves. They are actually not setting a good example for the learner. "One of the most powerful ways of children or young adults acquiring values is to see individuals they admire and respect exemplify those values in their own being and conduct. Parents and educators or politicians or priests who say one thing and do another send mixed messages to those in their charge who then learn not to trust them. The question of leadership generally, and in the education sphere particularly, is therefore of vital importance" (Mandela, 2001:7). Therefore there is a lack of ascribing academic progress to commitment.

Item 30 Educators conduct personal business during teaching time

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
101	40	127	51	22	9	0	0	250	100

There are 40% respondents that agree, 51% disagree and 9% are uncertain. Asmal (1999:15) complained: "...from poor examination results and well documented areas of moral decay within what should be a proud profession are putting many teachers to shame. Arriving at work under the influence of alcohol, failing to arrive at work for long periods and putting in short hours in favour of running businesses on the side have become legion". This is a clear indication of a lack of commitment and competence among educators. An educator must be (Mandela, 2001:7):

- A learning mediator.
- An interpreter and designer of learning programmes.
- An administrator and manager.
- A scholar.
- An assessor.
- A learning area specialist.
- A community, citizenship and pastoral role player.
- A person that practices and promotes a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others.
- Uphold the Constitution and promote democratic values and practice in schools and society.
- Demonstrate an ability to “develop a supportive relationship with parents and other key persons and organizations based in a critical understanding of community and environmental development issues”.

There are roles to be conducted by educators of commitment and competence, but not those who conduct business during working hours.

Item 31 **Educators use their extra time to help slow learners**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
151	60	61	24	38	15	0	0	250	100

There are 60% of the educators who agree, whilst 24% disagree and 15% are uncertain. These figures indicate that almost 40% of the times extra time to help slow learners is never utilized. The following then should be lacking (Gevisser & Morris, 2002:7):

- a commitment on the side of educators to nation building,
- a breakdown in communication and the lack of understanding of the individual learners needs,
- clarity on educational goals, and
- a morale to work a mile extra as against one's working hours of the day.

No wonder that difficult subjects like mathematics and science has a high failure rate amongst our schools in the township.

Item 32 Educators verbally abuse learners who question subject matter during teaching time

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
141	56,4	56	22,4	53	21,2	0	0	250	100

An outright 56% agree to that gross violation of rights. According to the South African Constitution Act, No. 108 of 1996, Section 10, the dignity of a learner is to be respected and protected. Section 12(2) states that everyone has a right to bodily and psychological integrity. Section 10 of the South African Schools Act, No. 84 of 1996 inhibits corporal punishment.

When these practices are done to learners who know their rights, they rebel against the teachers and begin not to trust them anymore.

Item 33 **Educators provide learners with homework**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
162	64,8	54	21,6	34	13,6	0	0	250	100

The 65% of respondents that agree with the statement are confirming what is ideal and procedural. There are 22% respondents that totally disagree with the statement whilst 14% are uncertain. Overall there are 35% respondents that cannot confirm whether educators provide homework for learners, or not. Learners do need a feedback either by way of them applying what they learned or the educator reflecting immediately on how they performed in a particular exercise. It is therefore important to give them homework.

Item 34 **Educators regularly check learners' work**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
142	57	56	22	52	21	0	0	250	100

There are only 57% respondents confirming that educators do regularly check learners' work. It is surprising that 43% cannot confirm the statement; therefore there are areas where learners do not receive a prompt and frequent feedback. Homework serves as a means to direct learning and help the learners differentiate between what they know and what they do not know. This area is a very important one to be checked.

Item 35 **Educators always come to class well prepared**

Agree	%	Disagree	%	Uncertain	%	Missing	%	Total	%
141	56	56	27	53	21	0	0	250	100

Twenty-seven of respondents confirm and 44% respondents cannot confirm this statement. This indicates that there is a serious problem of a breakdown in the

learning and teaching culture. For an educator to arrive in class well prepared is an expectation not only by the learner but also by the society in general. Learners are left at school by parents with a full trust that educators are going to proceed with the good basis as laid by them at home. When the learner arrives to school and the educator's reception is not according to expectation, the learner becomes confused and loses not only trust in the educator, but also the interest in schooling. This may be the reason for truancy and absenteeism that is seen all around the townships. Educators' preparedness to teach in class is a magnet to the learner staying at school for the rest of the day. It is a measure of educators' commitment to both the teaching profession and nation building.

4.4 SUMMARY

In this chapter, data obtained from questionnaires used at 25 high schools were presented in table form and analyzed. Certain findings and comments were made. In the following chapter the study will be summarized and certain recommendations will be made in the light of the findings.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents summary, findings and recommendations of this research.

5.2 SUMMARY

5.2.1 Statement of the problem

In essence this study attempted to study how the changes in South African society affect the pedagogic relationship of trust in Umlazi and Umbumbulu high schools of the Durban South Region.

5.2.2 Changing society

Chapter 2 dealt with a literature review on changes in society and the pedagogic relationship of trust. The three relationship structures of understanding, authority and discipline and trust were also discussed in detail.

Certain internal and external factors influencing change in society were attended to. Political change was also explored. It was seen that democracy and the Bill of Rights had a bearing on the three relationship structures and thus impacting on learning and teaching. The Bill of Rights is giving the learner the rights, which at times are perceived by the educators as undermining the educator's authority in class. The problem of that misconception was highlighted.

An economic change was also explored as related to both social and political change. Economic developments were explored in greater detail. Issues of globalization were also pursued coupled with privatization as opposed to other

forms of economic policies. The examined summary report on poverty and inequality in South Africa was also used as supporting evidence. Demographic changes as a result of urbanization were also highlighted.

A change in the specific value (cf. 2.7.6) system, which is the core need for a political change was discussed where values that the Constitution of RSA espouse, are entrenched through education. Educators are encouraged to democratize their classrooms and also to respect human dignity. Those values were discussed in detail. It was shown that learners from poor families generally come to class with numerous problems, which necessitate individual attention. It was also shown that the learners are more politicized than educators and there is obviously a gap between the beliefs in which the educator himself was educated and the value system that educators have to follow as they work with learners of today.

5.2.3 Planning of the research

In this chapter research design, which was used in the empirical survey, was discussed. A self-structured questionnaire was used as research instrument. The composition, distribution, administration and completion of the questionnaire were also discussed.

5.3 THE FINDINGS OF THE STUDY

5.3.1 Internal factors

This study focuses on both internal and external factors that could influence the life of both the educator and learner, resulting to an impact on trust in the classroom.

During the empirical investigation the responses to the structured questionnaire were analyzed. The data, which was collected from the responses, was interpreted by means of descriptive statistics.

From the information gathered through the empirical study it appears that learners do participate in drafting their code of conduct (cf. 4.3.1). Learners do practise freedom of speech at school (cf. 4.3.2). The learners still respect each other's point of view in group discussions. From the findings it appears that regular attendance to classes has dropped (cf. 4.3.6).

From the data collected it appears that though educators give learners homework regularly, most of them still do not check the work (4.3.10). The findings of the study reveal that unruly boys practise sexual harassment against girls (cf. 4.3.11). This study also revealed that learner boys carry guns to school (cf. 4.3.12). This confirms that those guns could be used to harass learner girls at school.

5.3.2 External factors

Under this section, the study reveals that educators respect the learner's human dignity (cf. 4.3.13). The learners' right to confidentiality is also respected by educators (cf. 4.3.14). It is also revealed that there are educators who have sexual relationships with learners (cf. 4.3.18). Most educators create an atmosphere of dialogue in class (cf. 4.3.23) and encourage participative decision-making in class (cf. 4.3.24). It is also revealed that educators implement a variety of management styles (cf. 4.3.25) and flexible in discipline approaches under changing conditions (cf. 4.3.26). This study also shows that educators ascribe learners' academic progress to commitment. However, there are educators that conduct personal business during teaching time (cf. 4.3.30). The study also reveals that there are educators who verbally abuse learners who question subject matter during teaching time (cf. 4.3.32).

5.4 THE PURPOSE OF THE STUDY

The aims of the study have been formulated by the researcher (cf. 1.5). These aims were realized through the literature study together with an empirical survey consisting of a structured questionnaire.

On the basis of the aims and findings of this study, certain recommendations are now offered.

6 RECOMMENDATIONS

6.1 Stakeholders

These are people or organizations that support and benefit from the smooth running of schools. Their role is also important towards building the pedagogic relationship of trust.

(1) Motivation

A relationship of trust and fellowship develops when educators and learners become partners in the vocation of schooling. Importantly, parents want the educators of their children to be competent and qualified as a matter of priority. Therefore, the general public has expectations of educations to be (Mandela, 2001:7):

- a learning mediator,
- an interpreter and designer of learning programmes,
- a leader,
- an administrator and manager,
- a scholar,
- a researcher and life-long learner,

- an assessor, and
- a learning area specialist.

These expectations should therefore be accompanied by support from all those interested in the education of children.

(2) Recommendations

Parents, members of the governing body, principal, staff management teams, learner representative council, sports council, Student Christian Movement should use democratic values and principles to implement policies and procedures. The vision and mission of the school should be clearly known by all stakeholders. Information should circulate freely amongst all involved.

All structures should work harmoniously with the general community, business people and other institutions, to broaden horizons for learners so that they see themselves as part of greater whole of South Africa.

6.1.1 Recommendations to educators

(1) Motivation

To build trust between himself/herself in the classroom, an educator is expected to play a community, citizenship and pastoral role. To practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. To promote democratic values and practice to school society. He/she should demonstrate an ability to develop a supportive and empowering environment for the learners and develop supportive relations with parents and other key persons and organizations based on critical understanding of community and environmental development issues. The community also expect the educator (Mandela, 2001:7):

- to acknowledge the noble calling of their profession,
- to educate and train the learners of their country,
- to acknowledge that the attitude, dedication, self-discipline, ideals training and conduct of the teaching profession determine the quality of education,
- to acknowledge, uphold and promote basic human rights,
- to commit themselves to do all within their power, in the exercising of their professional duties, and
- to act in a proper and becoming ways such that their behaviour does not bring the teaching profession into disrepute.

(2) Recommendations to educators

(a) General

Educators should:

- Strive to interact with learners in manner that value and respect for human rights are demonstrated, so that learners in them will have a role model to emulate for their interaction with others.
- Be sensitive to the feelings of others.
- Conduct a search with observing human dignity of the learner, carried out by private people in their own gender, in the event of suspecting a learner to be in possession of a firearm, drugs or harmful substances, stolen property or pornographic material.

- Know each child as an individual who has a name, specific needs, problems, strengths and weaknesses.
- Know different cultural backgrounds of the learners in order to engender respect for and understanding and balance of the different customs, values and beliefs amongst the learners and in order to be better equipped to deal with relationship and conflicts in the school.
- Not subject the learner to unfair and humiliating comparisons with other learners, but should assist the learner to accept his own individuality and uniqueness.
- Avoid making derogatory remarks that would cause a learner to be rejected or ridiculed by his peers.
- Avoid sarcasm when discussing the learner's work.
- Be aware of moral implications of his behaviour and verbal communication.
- Not carry at school and in the community, illegal weapons and intoxicating substances.
- Take care of the safety of the learners at school, e.g. in laboratories, industrial arts, home economics and physical education.

6.1.2 Recommendations to educators

(a) Classroom

Educators should in the classroom situation:

- Involve learners in the learning activity.

- Emphasize to learners what is important to be learned.
- Always link a new concept with what the learners know.
- Provide learners immediately with a feedback.

6.2 CONCLUSION

During the course of the investigation the researcher became aware of many areas of concern regarding the educator's experience of the pedagogic relationship of trust. Many of these areas of concern were highlighted in the study:

- The role of parents in shaping the learner's positive attitude towards schoolwork.
- A clear differentiation between freedom of expression and respect of authority.
- A need to support educators to deal with learners in an environment free of crime and drugs.

6.3 FINAL REMARKS

The study dealt with changes in society affecting a pedagogic relationship of trust. The question of trust determines success for the teaching and learning endeavour. Parents through governing bodies are not fully involved in the education of the children due to the lack of the necessary education background. It appears that learners from the uneducated families will not progress much with education, through the lack of proper guidance. Change confuses parents if no proper guidelines are provided for.

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APPENDIX A

**LETTER SEEKING PERMISSION FOR THE DISTRIBUTION
OF QUESTIONNAIRE TO SCHOOLS**

Ogwini Comprehensive Technical High School
Private Bag X01
UMLAZI
4031

September 09 2002

The District Manager
Umlazi South District
Private Bag X02
UMLAZI
4031

Dear Sir/Madam

PERMISSION TO CONDUCT RESEARCH

I am registered for an M Ed. Degree in the Faculty of Education at the University of Zululand (Durban-Umlazi Campus) under the supervision of Dr A van der Merwe and Professor G Urbani. I am conducting a research entitled *Changes in Society affecting the pedagogic relationship of trust* in the Umlazi South District.

I wish to administer a questionnaire to school educators selected randomly in the Umlazi South District and the Umbumbulu-Folweni District. The schools will be chosen from Mafa, Dukumbane, Isipingo and Folweni Circuits. A copy of a questionnaire, which takes approximately 5 minutes to complete, is attached.

I request your kind permission to administer the questionnaire among school educators in September 2002.

I wish to assure you that this research will not interfere with the normal functioning of the schools.

Yours faithfully

VS DLAMINI

APPENDIX B

PERMISSION FROM THE DEPARTMENT OF EDUCATION

PROVINCE OF
KWAZULU-NATAL

ISIFUNDAZWE
SAKWAZULU-NATAL

PROVINSIE
KWAZULU-NATAL

**DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS & KULTUUR**

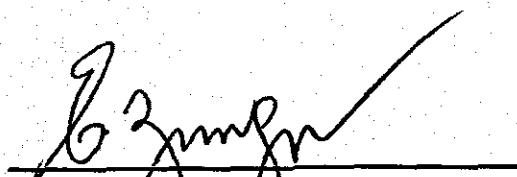
<i>Fax No.</i> :	031 - 906 0078	<i>Isikhwama Seposi</i> :	UMLAZI SOUTH DISTRICT
<i>Telephone No.</i> :	031 - 907 9092/3	<i>Private Bag</i> :	X02
		<i>Privaat Sak</i> :	UMLAZI, 4031
<i>Usuku</i> :		<i>Imibuzo</i> :	
<i>Date</i> :	09 SEPTEMBER 2002	<i>Enquiries</i> :	N.E. ZUNGU
<i>Datum</i> :		<i>Navrae</i> :	

MR V.S. DLAMINI

9 Clivia Place
Isipingo Hills
ISIPINGO
4133

RE - PERMISSION TO CONDUCT RESEARCH.

1. The above matter has reference.
2. Permission to administer questionnaire to educators regarding your research on "The Effect of Change in Society on the Pedagogic Relationship of Trust" is hereby granted on condition that teaching and learning services is not disturbed.
3. I would like to wish you everything of the best for your studies.



N.E. ZUNGU

DISTRICT MANAGER: UMLAZI SOUTH

APPENDIX C

**REQUEST TO EDUCATORS TO COMPLETE
QUESTIONNAIRE**

Ogwini Comprehensive Technical High School
Private Bag X01
UMLAZI
4031

September 09 2002

Dear Respondent

**QUESTIONNAIRE FOR DETERMINING CHANGE IN SOCIETY
AFFECTING A PEDAGOGIC RELATIONSHIP OF TRUST**

I am currently conducting research regarding the impact of changes in society on the pedagogic relationship of trust.

You are kindly requested to complete the attached questionnaire, which attempts to establish how certain changes in society impact on this very important educator-learner relationship of trust.

You are also requested to be totally frank in providing your response to the questionnaire, as these will be treated in strict confidence.

This questionnaire is divided into two sections. Section 1 is information about yourself as a respondent and section 2 deals with information of changes in society affecting the pedagogic relationship of trust.

CONFIDENTIALITY

Please be assured that all information will be regarded as **STRICTLY CONFIDENTIAL** and no personal details of educators will be mentioned in the findings, nor will any of the results be related to a particular educator or school.

I am most grateful to you for your time and effort.

Yours sincerely

VS DLAMINI

APPENDIX D

QUESTIONNAIRE

SECTION 1: BIOGRAPHICAL DATA

INSTRUCTIONS TO RESPONDENTS

Unless otherwise stated, please complete by making an "X" in the appropriate block.

1.1 Sex

Male

Female

1.2 Age Group

21-25

26-30

31-40

36-40

41-45

46-50

1.3 Citizenship

RSA

Other

In case of "other", please specify

.....

1.4 Home Language

IsiZulu

English

Other

1.5 Post you are currently holding

Principal

Senior Deputy

Deputy

HOD

Educator

1.6 Nature of Post

Permanent

Temporary

Part-time

1.7 Teaching experience in completed years as at 31/12/2001

0-2

3-7

8-15

16+

SECTION 2

INSTRUCTIONS TO RESPONDENTS

The following statements are provided with a 3-point scale.
Please complete by making a cross in the appropriate block.

The following changes in society have an impact on the pedagogic relationship of trust, for example –

“Due to peer pressure, learners harass educators”

	Agree	Disagree	Uncertain
If you agree with this statement	X		
If you disagree with this statement		X	
If you are uncertain			X

2.1 INTERNAL FACTORS

Learners:		Agree	Disagree	Uncertain
2.1.1	Participate in drafting their code of conduct at school			
2.1.2	Practice freedom of speech at school			
2.1.3	Respect each other's point of view in group discussions			
2.1.4	Report to educators their absence from school			
2.1.5	Accept educators' advice in good faith			
2.1.6	Attend to their lessons regularly			
2.1.7	Have the necessary textbooks to do their homework			
2.1.8	Respect their educators			
2.1.9	Damage personal property of educators			
2.1.10	Steal from other learners in class			
2.1.11	With reference to girls in particular, are sexually harassed by unruly learner boys			
2.1.12	Carry guns to school			

2.2 EXTERNAL FACTORS

Educators:		Agree	Disagree	Uncertain
2.2.1	Respect the learner's human dignity			
2.2.2	Respect the learner's right to confidentiality			
2.2.3	Encourage the learner to actualize his/her potential			
2.2.4	Help the learner to develop values acceptable to society			
2.2.5	Exercise authority with compassion			
2.2.6	Have sexual relationships with learners			
2.2.7	Treat both male and female learners equally			
2.2.8	Act in a manner that commands respect from learners			
2.2.9	Accept the learner as a unique individual			
2.2.10	Use satisfactory procedures to resolve conflicts			
2.2.11	Create an atmosphere of dialogue with learners			
2.2.12	Encourage participative decision-making in class			
2.2.13	Implement a variety in management styles			
2.2.14	Are flexible in discipline approaches under changing conditions			
2.2.15	Exercise discipline fairly			
2.2.16	Take sound measures to ensure the safety of learners			
2.2.17	Ascribe learners' academic progress to commitment			
2.2.18	Conduct personal business during teaching time			
2.2.19	Use their extra time to help "slow" learners			
2.2.20	Verbally abuse learners who question subject matter during teaching			
2.2.21	Always come to class well prepared			
2.2.22	Provide learners with homework			
2.2.23	Regularly check learners' homework			