

I

An Evaluation Of The Significance Of Mutual Trust Between The Educator And The Educand
And Its Effect On Educative Teaching With Special Reference To Some Selected Schools In
Maphumulo District.

BY

Misrael Bhekukwenza Ntuli, B.A (UZ), B.E.D (UZ), U.E D (UZ)

Dissertation Submitted To The Faculty Of Education In Fulfilment Of The Requirements For
The Degree Of Master Of Education In The Department Of Philosophy Of Education At
TheUniversity Of Zululand Kwa - Dlangezwa

Date Submitted : December 1996

Supervisors : Professor P C Luthuli

Dean : Faculty Of Education

Professor And Head: Department Of Philosophy Of Education

University Of Zululand.

Dr N.M. Khubisa

Senior Lecturer : Department Of Philosophy Of Education

University Of Zululand.

II

ACKNOWLEDGEMENT

I wish to express my gratitude to the following people for their indispensable help and contributions.

To my supervisor, Professor Dr P.C. Luthuli, Dean of the Faculty of Education, Professor and Head of the Department of Philosophy of Education at the University of Zululand for having consented to guide me throughout this study. His promptness in marking and giving constructive criticism have been highly appreciated.

A special debt is also due to my second supervisor, Dr N.M. Khubisa, senior lecturer in the Department of Philosophy of Education at the University of Zululand whose energy and resourcefulness have been invaluable. The contribution he made, and especially his encouragement during the course of this project have been unwavering and incalculable. His patience in reading and re-reading drafts, his suggestions for improvements and amendments deserve my sincere respect.

My gratitude also goes to principals of schools, teachers and pupils of schools where I did my empirical investigation.

My sincere thanks is also extended to my mother Esther Bantu Ntuli (Maxaba) and my late father Zeblom Dingindawo who laid the formidable pedagogical foundations which have proved to be invaluable pillars of strength for me.

III

My warm thanks also goes to my wife, Lungile Irene Ceritus Ntuli (Mathusi), my four children Thembeke, Ntandoyenkosi, Zinhle and Nqobile (Zamaphemba), and all my brothers and sisters for their unrelenting and unfailing understanding and support while this study was being conducted.

Mrs I. Grobler who is at the University of Zululand also deserves a special thanks for typing this dissertation.

Lastly, I humbly extend my sincere gratitude to God for giving me sound health, patience and perseverance which enabled me to complete this study.

TO HIM be the GLORY!

M.B. Ntuli

Kwa - Dlangezwa

Date : November 1996

DECLARATION

AN EVALUATION OF THE SIGNIFICANCE OF MUTUAL TRUST BETWEEN THE EDUCATOR AND THE EDUCAND AND ITS EFFECT ON EDUCATIVE TEACHING WITH SPECIAL REFERENCE TO SOME SELECTED SCHOOLS IN MAPHUMULO DISTRICT.

M.E D 1996

I, MISRAEL BHEKUKWENZA NTULI, - do hereby declare that this dissertation which is submitted to the University of Zululand for the degree of Master of Education has not been previously submitted by me for a degree at any other university, that it represents my own work in conception and in execution and that all the sources I have used and quoted have been indicated and acknowledged by means of complete reference.

Signed by me ntuli m.B.

On the 18th day of December 1996.

DEDICATION

This work is humbly dedicated to my mother ESTHER BANTU NTULI (MAXABA) and my late father ZEBLON DINGINDAWO NTULI who, in spite of being disadvantaged in numerous ways, never lost faith in education. It is also dedicated to my wife (Lungile) for her love, understanding and support throughout the period of research.

QUOTATION

*Where there is no trust among men, they tend to
eye one another with suspicion and mistrust and
so it is the case in education situation. (Cavour
in Paine, 1976:57)*

VII

SUMMARY

This research was mainly informed by the role and significance of mutual trust between the educator and the educand in senior secondary schools in particular. These schools were selected on the basis of the fact that more often than not they are disturbed. There are instances where classes are suspended. There are times where the culture of learning is seen to be totally absent. In some cases there is tension and confrontation between educators and educands. Sometimes schools grind to a total halt. In the process educators blame educands or vice versa. This then motivated the current researcher to hypothesize that there is inadequate realisation of mutual trust between the educator and the educand in some selected schools. To delimit the study certain schools in Maphumulo district were chosen. Chapter One dealt with the statement of the problem. Chapter [?]Two and Three dealt with literature preview, that is, the literary base to the study. Chapter [?]four explained the procedure that was followed in conducting this study. Chapter five dealt with the analysis and interpretation of data. Finally [?]Chapter [?]six dealt with conclusions, findings and recommendations. Among the findings the following can be cited.

- * There is inadequate realisation of mutual trust between the educator and the educand in Maphumulo district.
- * Channels of communication between educators and educands are not well opened in Maphumulo district.
- * Freedom with responsibility is not well taught in Maphumulo district.
- * Tension and confrontation between the educator that occurs to a certain extent minimises chances of mutual trust between the educator and the educand.

VIII

- * Where educands are not included in decision-making processes problems of mutual trust abound. In short if teachers do not involve pupils in decision-making there will be misunderstanding.
- * The question of mutual trust does not only involve teachers and pupils but it also embodies the parent community.

On the basis of the findings the following are some of the recommendations the researcher made.

- * Channels of communication between educator and educands have to be opened.
- * Teachers, parents and pupils have to be thoroughly educated about the significance of mutual trust.
- * Activities that combine parents, teachers and pupils are undoubtedly essential and the importance of parent-teacher-pupil associations cannot be overemphasized.
- * Educands should be involved in decision-making processes of the school as this will make them feel that they are accepted and loved. This is the base on which trust is built.
- * Any discipline that is administered by parents and teachers should be dispensed with friendliness and love.
- * Whilst teachers and parents are firm they must also be friendly.
- * Pupils have to be given a chance of doing some tasks independently and with minimum interference of parents for this sometimes makes them responsible in taking decisions.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	I-IV
DECLARATION	V
DEDICATION	VI
QUOTATION	VII
SUMMARY	VIII
TABLE OF CONTENTS	IX
<u>CHAPTER ONE</u>	
GENERAL INTRODUCTION	
1.1 Introduction	1
1.2 Problem Formulation	6
1.3 Formulation Of The Hypothesis	6
1.4 Aim/Purpose of The Study	8
1.5 The Significance Of The Study	8
1.6 Definition Of Terms	9
1.6.1 Evaluation	9
1.6.2 Significance	10
1.6.3 Fundamental	10
1.6.4 Pedagogical	10
1.6.5 Relation	10
1.6.6 Structure	11
1.6.7 Mutual	11

1.6.8 Trust	12
1.6.9 Mutual Trust	12
1.6.10 Educator	13
1.6.11 Educand	13
1.6.12 Educative Teaching	14
* Education	14
* Teaching	14
1.6.13 Senior Secondary School	16
1.6.14 Inadequate	16
1.6.15 Under - Actualization	16
1.7 Delimitation of the Study	17
1.8 Limitations of the Study	17
1.9 Methodology	18
1.10 Procedure For Treating Data Obtained Through Questionnaires	18
1.11 Analysis And Interpretation Of Data Collected Through	
Questionnaires	18
1.12 Programme Of Study	18
Chapter One	18
Chapter Two	19
Chapter Three	19
Chapter Four	19
Chapter Five	19
Chapter Six	19

1.13 Conclusion	19
References chapter one	21
<u>CHAPTER TWO</u>	
THE ACTUAL REALISATION OF MUTUAL TRUST	
2.1 Introduction	25
2.2 The Family And The Relationship Of Trust	26
2.3 The Mother And The Relationship Of Trust	26
2.4 The Father And The Relationship Of Trust	29
2.5. The Relationship of Trust, Capitalism, Migratory Labour System And The Father.	32
2.6 The Pedagogic Relationship	35
2.7.0 Some Essential Characteristics Of The Pedagogic Relationship.	36
2.7.1 Uniqueness	36
2.7.2 Inequality	37
2.7.3. Equal Dignity (Equivalence)	38
2.7.4 Dialogue	39
2.7.5 Binding	40
* Eros	40
* Philia	41
* Agape	41
2.7.6 Pedagogic Activism and Pedagogic Negativism	42
2.3.1 Mutual Acceptance: A Pre-Condition For The Realisation Of Mutual Trust	44

2.3.2 Security : A Precondition For Mutual Trust	45
2.4 The Components Of A Pedagogic Situation at the school level.	48
2.4.1 The Teacher	48
a) The Teacher As Person	49
b) Teacher's self-concept	50
c) Teachers Attitude	50
d) The Teacher And The Subject Matter	51
(e) The Teacher As A Role Model	52
(f) Caring	53
(g) Love	53
2.4.2 The Child In The Pedagogic Situation	54
(a) Relationship With Himself/Herself	54
(i) Physical self	55
(ii) Psychic Life	55
Relationship With Others	56
Relationship With Parents	56
Relationship with teachers	58
Relationship With Religion	59
2.5 The Actual Realisation Of Mutual Trust	61
2.6 Submoments Of The Relationship Of Trust	63
2.6.1 Mutual Fidelity	63
2.6.2 Acceptance	64
2.6.3 Pledging Or Mutual Entrustment	65
2.7 The Interconnectedness Of The Components Of	

XIII

The Educative (Pedagogic) Relationship Structure	66
2.8.0 Factors That Militate Against The Realisation Of	
 The Relation Of Trust	69
2.8.1 Lack Of Teachers Appropriate Qualification	69
2.8.2 Teachers Who Are Not Role Models	69
2.8.3 Over-fraternization	70
2.8.4 Love Affairs	71
2.8.5 Corporal Punishment	72
2.8.6 Teacher's Leadership Style	73
2.8.6.1 Permissiveness Attitude Of The Teacher	73
2.8.6.2 The Authoritarian Attitude Of The Teacher	73
2.8.7 The Teacher: Pupil Ratio	74
2.8.8 Sarcasm Or Irony	74
2.8.9 Party Politics	75
2.9. The Significance Of Mutual Trust Between The Educator	
 And The Educand In the Pedagogic Situation	75
2.9.1 Transmission Of Norms	75
2.9.2 Realisation of Academic Progress By The Pupil	76
2.9.3 Realisation Of Both The Teacher And The Pupil As	
 Dignified Persons.	76
2.9.4 No Obscure Futurity In Mutual Trust	76
2.9.5 Democracy Prevails In Mutual Trust	77
2.9.6 In Mutual Trust, The Pupils Image/Self Concept Is Boosted	
 And The Teacher Is Content With His Professional Work.	77

XIV

2.9.7 Mutual Trust Leads to Mutual Understanding between the Educator and the Educand.	78
2.9.8 Pupils are given More Opportunities to Work Independantly in Mutual Trust.	78
2.10 Conclusion	78
2.11 References	80

CHAPTER THREE

3.0 General Preconditions For The Realisation Of The Relationships Of Trust In The Classroom.	86
3.1 Introduction	86
3.2 General Pre-Conditions For The Realisation Of The Relationship Of Trust In The Classroom	88
3.2.1 Address A Child By His Name	88
3.2.2 Show Honest And Sincere Appreciation And recognition	89
3.2.3 Be Genuinely Interested In The Child.	89
3.2.4 Make It Look Easy To Correct Mistake	90
3.2.5 Let The Child Feel Important	90
3.2.6 Show Respect For The Childs' Opinions	90
3.2.7 Be Sympathetic	90
3.2.8 Involving Students In Classroom Matters	90
3.2.9 Avoiding Differential Treatment Of Pupils Based On Unjustified Prejudices	92
3.2.10 Being Calm, Consistent, And Forgiving	93

3.2.11 Teacher's Knowledge Of Pedagogics	94
3.2.12 The Use Of Teaching Aids In The Classroom	95
3.2.13 Matching The Classroom Curriculum With True-To-Life Experiences Of The Pupils	96
3.2.14 Admission Of Mistakes	97
3.2.15 Consistent Structure	97
3.2.16 Communication And Trust	97
3.2.17 Criticism And Judgement Must Be Avoided	98
3.2.18 Having High But Attainable Expectations For Student Success	98
3.2.19 Avoiding Humour Targeted At Students	98
3.3 Restoration Of The Shattered Relationship Of Trust	99
3.4 Conclusion	100
References	102

CHAPTER FOUR

4 Research methods and Procedures	104
4.1 Introduction	104
4.2 Request for permission to collect data from selected schools under the Department of Education and Culture. (KwaZulu-Natal)	104
4.3 Sampling	105
4.3.1 Selection of schools.	105
4.3.2 Choice of class levels	106
4.4 Selection of samples	106
4.4.1 The Teachers	106

4.4.2 The Pupils	107
4.5 Drafting of the Questionnaire	108
4.5.1 Pupils Questionnaire	110
4.5.2 Questionnaire for Teachers	110
4.6.1 The Pilot study	111
4.6.2 Findings of the pilot study	112
4.7 Collection of data	112
4.8 The actual administration of the questionnaire	113
4.9 Problems encountered during the administration of the questionnaire	116
Data processing	116
Conclusion	116
References	117

CHAPTER FIVE

5.0 Analysis and interpretation of data	118
5.1 Introduction	118
5.2 Data gathered from pupils	118
5.2. Questionnaire for pupils	118
SECTION A: PERSONAL PARTICULARS	119
5.2.1. Age range	119
5.2.2. Class level	120
5.2.3. Sex	120
5.2.4. Parents with whom they live	121

SECTION B:**PUPILS' FEELINGS ABOUT MUTUAL TRUST/ABOUT THEIR RELATIONSHIP
WITH THEIR TEACHERS**

5.2.5. Enjoyment of being at school	123
5.2.7. Pupils' responses towards doing certain projects with their teachers	124
5.2.8 The atmosphere in the pupils' schools	125
5.2.9. Some reasons why pupils enjoyed working with their teachers	126
5.2.10.Do teachers believe that pupils can work independently?	127
5.2.11.Does mutual trust go hand in hand with responsibility?	128
5.2.12.What teachers do when you have done something good	129
5.2.13.Teachers attitudes towards pupil's failures and short-comings	130
5.2.14.Do you sometimes feel that teachers do not care for you as individuals?	131
5.2.15.Pupils feel free to discuss their future plans with their teachers	132
5.2.16.How often do pupils discuss their future plans with their teachers?	133
5.2.17.The reaction of teachers when pupils discussed their future plans with them	134
5.2.18.How pupils perceive discipline	134
5.2.19.Pupils' feelings when teachers are angry with them	136
5.2.20.What happens to the pupils after their wrong doings have been corrected	137
5.2.21To what extent do pupils equate their teachers to their parents	140
5.2.22.What pupils say about the care they get from their teachers	141

XVIII

5.2.23.Reasons why pupils loved their teachers	142
5.2.24.Do you accept teachers as specialists in their subjects?	143
5.3 Data gathered from teachers	144
5.3.1 Introduction	144
SECTION A: PERSONAL PARTICULARS	
5.3.1. Age range	144
5.3.2 Sex	145
5.3.3 Post rank	146
5.3.4. Teaching experience	146
5.3.5. Academic qualification	147
5.3.6. Professional qualification	148
SECTION B: THE CONCEPT OF MUTUAL TRUST AS PERCEIVED BY TEACHERS	
5.3.7. The atmosphere in the teachers' school	149
5.3.8. Teachers' perception of their relationship with their pupils	150
5.3.9. Teachers' responses towards doing certain projects with their pupils	152
5.3.10.Reasons why teachers enjoyed doing certain projects with their pupils	152
5.3.11.Do teachers believe that pupils can work independently?	153
5.3.12.What teachers say about independent work by pupils?	154
5.3.13.Do pupils feel free to confide in you?	155
5.3.14 Do teachers have time to discuss the future plans with their pupils?	156

5.3.15. Teachers' belief in pupils contribution to the decision-making process of the school	157
5.3.16. To what extent do pupils take part in the decision-making?	158
5.3.17 Reasons given by teachers why pupils were not contributing to the decision-making process were as follows	158
5.3.18. Are pupils willing to voice their opinions in class?	159
5.3.19. What teachers said with regard to freedom for pupils	160
5.3.20 Does your school have structures or organisations that involve students in the decision-making process?	161
5.3.21 Structures which involved pupils in decision-making process in schools	162
5.3.22. How should a teacher of a senior secondary school be in order to maintain discipline and mutual trust with his pupils?	163
5.3.23. Should a teacher have positive attitude towards his pupils in order to strengthen mutual trust?	164
5.3.24. Does high teacher-pupil ratio affect the relationship of trust?	165
5.3.25. Rate The Factors That Disturb The Realisation Of Mutual trust According To Their Strength. The Most Disturbing Factor Must Be Rated As 1. Rate Them Until The One Least Disturbing Factor Is Rated As 8.	166
5.4 Evaluation of the Results on the Basis of the Stated Hypothesis	166
5.5 Evaluation of the Results on the Basis of Their Impact Or Effect on Educative Teaching.	168

5.5.1. Teacher-pupils Ration	169
5.5.2 Negative Attitude of Parents Towards the School	169
5.5.3. Atmosphere Was Both Tense and Relaxed in Schools	170
5.5.4 Pupils Were Not Involved in Decision-making Process in Their Schools	170
5.5.5 Most of the Educands Were Staying with Their Mothers Only	170
5.5.6. Appointment of Teaching Personnel	171
5.6 Conclusion	171
References	173
 <u>CHAPTER SIX</u>	
6. Conclusions, Findings And Recommendations.	175
6.1 Introduction	175
6.2.1 Findings Based On Literature Study.	176
6.2.2 Findings Based On Empirical Investigation.	177
6.2.2.1Most Of The Pupils Stayed With Their Mothers Only.	177
6.2.2.2Atmosphere In Most Schools Is Both Tense And Relaxed.	177
6.2.2.3Pupils Were Not Given Opportunities To Do Their Work Independently By Their Teachers.	178
6.2.2.4Teachers Accepted The Pupils' Failures And Shortcomings To A Lesser Extent.	178
6.2.2.5Pupils Were Not Involved In The Decision - Making Process Of The Schools.	179
6.2.2.6Teacher - Pupil Ratio Affects The Realisation OfMutual	

Trust Between The Educator And The Educand.	180
6.2.2.7 Pupils Felt Demoralised When Teachers Were Angry With Them In Class : Exarcabation Of A Rift Between The Two Parties.	180
6.2.2.8 Parents Showed Negative Attitude Towards Schools.	181
6.2.2.9 Students Did Not Know That Mutual Trust Goes Hand In Hand With Responsibility.	181
6.3 Recommendations.	181
6.3.1 Establishment Of The Culture Of Learning And Teaching Through Encouraging Cooperation With The Parent Community.	182
6.3.2 The Necessity For The Establishment Of Parent - Teacher - Pupils Associations.	182
6.3.3 The Necessity For Seminars, Workshops, "Get - Togethers', Parents Evenings, Etc."	183
6.3.4 The Necessity For Newsletters In Schools.	183
6.3.5 The Necessity Of Inculcating Freedom With Responsibility In Pupils.	184
6.3.6 Verbal Communication Between Educators And Educands To Be Encouraged As A Solid Base For Mutual Trust Between Educators And Educands.	185
6.3.7 Underqualified And Unqualified Teachers Should Be Assisted To Upgrade Their Qualifications Because That Has	

	A Bearing On Trust.	185
6.3.8	Schools To Be Established As Community Learning Centres For Parents.	186
6.3.9	Pupils Must Be Given Opportunities To Work Independently.	187
6.3.10	The Necessity Of Guidance Centres.	187
6.4	Future Research.	188
6.5	Conclusion.	188
6.5	REFERENCES	190
	Bibliography	192

CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

All over the world and throughout many centuries, people have always educated their children. Education is as old as humanity itself. Human beings have always informally educated their children. They consequently assumed the role of being educators of their children.

Baloyi, (1986:11) says that:

"Education is found among the people of all cultures. It is a primordial or primeval way or a mode of being that is exclusively confined to human beings."

One can therefore deduce from this extract that it is one of man's fundamental characteristics that he/she is a being who educates, is educated, has to rely on education and lends himself/herself to education for him/her to become what he ought to become.

The task of all educators (parents and teachers) may appear to be easy but it is not. This is because there are certain basic requirements that must be realised before educative activities can take place. One of these is the realisation of mutual trust between the educator and the educand in the pedagogic situation. This mutual trust between the educator and the educand is important in both informal and formal education. This mutual trust is inspired by mutual love, warmth, acceptance and security. The child will only explore reality if he feels that the educator shows love, acceptance and trust in him/her. The child and adult are both

initiators of this relationship. The trust which the educand has in his educator is a strong base to which he/she may return when his security is threatened by the things he/she encounters while exploring the reality. This is supported by Cernane (1984:41) when he says that this feeling of trust awakened by the educator, becomes the strongest clutch for the educand to venture into the unknown future. It is therefore clear that mutual trust, love and respect between the educator and the educand are pre-requisites for any pedagogic activities to occur.

In formal education teacher-pupil relationships start in the kindergarten and continues right through junior primary school and senior primary school upwards. In all these levels if effective educative teaching is to take place successfully, there should be mutual trust between the educator and the educand. In senior secondary schools (as well as in other levels) the child explores his world by means of listening, answering questions, seeking information, performing tasks, taking part in discussions, reading, gathering and arranging information and so forth. This is only possible if there is mutual trust between the educator and educand. Hence, the emphasis in this dissertation falls on mutual trust. In mutual trust both the educator and the educand prize each other, they both prize each other's feeling, the other's opinions. It means that they both prize each other as a person. In this affinity each cares for the other. Each accepts the other individual as a separate person, having worthy in his own right. Each believes that the other is somehow fundamentally trustworthy. It means that each perceives the other as reliable, that each will always remain as he was and is. It further means that the other will be consistent in word and deed. Lastly, in mutual trust each believes in the integrity of another as individual. It should, however, be emphasized that there is no prescribed formula for this. However, a teacher who treats

his/her pupils with warmth, love, respect, who shows his willingness to guide his educands to adulthood and who cares for them wins the hearts of his pupils. This is corroborated by Luthuli (1985:21) when he cites Duminy (1980:61) who asserts that:

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.

This means that the educator who shows his willingness to guide the child to adulthood will win the hearts of his educand. At the same time the educand must win the heart of his educator so that the latter will lead him confidently to adulthood. Luthuli (1985) says that:

In the same manner the child must also have trust and confidence in his educator, so as to reveal his subjective world to him only when the child trusts his educator can the child venture to explore his life world.

The child who trusts in his/her educator by accepting the educator's guidance, accepts him/her as an adult who possesses knowledge for the demands of propriety. The child who accepts his/her educator as a person whose intentions concerning him/her are sincere and honest will win the heart of the educator. The above discussion shows that it is only mutual trust between the educator and the educand which is the foundation of educative teaching. It is only through mutual trust that the educator accompanies the educand so confidently that the child experiences emotional safety as he advances to moral maturity and intellectual development. This also means that any educative pedagogic engagement should be characterised by mutual trust, love and acceptance. This affinity is very vital especially in contemporary times where movies, televisions, sketches, radios and many other things often

depict hate, mistrust, doubts, violence, etc.,.

In strengthening the relationship of mutual trust the educator and the educand should reciprocally accept each other unconditionally. The educator must recognise and accept the educand as a child who needs and depends on the educator's help and guidance. He (the teacher) must feel the obligation towards the child and assumes the responsibility for the child and his/her actions at any particular moment. The child on the other hand must accept the educator as an adult who possesses knowledge for the demands of propriety and normative reality and whose intentions concerning him are sincere and honest. Du Toit and Kruger (1991:11) support this by saying that the confidence and security are experienced by the child when the adult accepts the child as he is, and the child trusts and accepts the adult as he is and accepts the adult as a guide to an image of his own. This resulting sense of confidence and security promotes the child's readiness and willingness to explore and to learn. In this reciprocal acceptance the educator will have confidence in the child's will and ability to be educated. And the child must have confidence in the educator's good intentions in his ability to lead him along the right road. The pedagogic act cannot succeed if either the educator or the educand has no faith in each other. This is because faith is the key to trust. Van Rensburg (1988:52) contends that for education to occur meaningfully and normatively both the educator and the educand must trust each other. Du Plooy, Griessen and Oberholzer (1982:96) are of the opinion that lack of trust and/or faith in the child by the educator will more likely alienate the child and have adverse consequences for the pedagogical situation. If pupils experience being trusted and accepted they are likely to entrust themselves unconditionally to their teachers. They will entrust themselves and reveal more about themselves, their personal problems, feelings of failures, aspirations and fears

to their teachers whom they trust. However, the educator must also show his trust to the child by providing the child with education opportunities where the child will work independently. He must also indicate his trust by showing the child that he/she is worthy of being trusted by other people. Mutual trust is therefore the springboard from which the adult and the child can mutually leap towards the future.

Kilian and Viljoen (1974:79) pose this question with regards to mutual trust "can education occur without the essential presence of the relationship of mutual trust?" Definitely no, because the relationship of mutual trust is an essential integral part of education. The question is: Is there mutual trust between educators and educands of senior secondary schools of Maphumulo district? If yes, to what extent is it realised?. How does this realisation impact on educative teaching? . Does it result in harmonious relationship that helps the teacher to work or act in loco parentis and the child to willingly submit to the educator's guidance? Answers to these questions will be found in the responses of both the educators and the educands of this district in Chapter Five of this research. Their responses should establish whether inadequate realisation of the relationship of mutual trust can be one of the reasons for under actualization of educative teaching in some senior secondary schools of Maphumulo district.

One can conclude this part by saying that if trust is mutually realised by both the educator and the educand, the becoming of the educand concerned will only be handicapped by his inherent anthropic limitations. Having given a cursory exposition of mutual trust between the educator and the educand an attempt will, therefore, first of all be made to formulate the problem of this research. This will be followed by the hypothesis, aim/purpose, the

definition of terms, delimitation of the field of study, limitations, methodology and lastly the composition of subsequent chapters.

1.2 Problem Formulation

Ary, Jacobs and Razavieth (1979:51) say that it is suggested that the problem be presented as a question rather than a statement as it is simple and straight forward. Bondesio and Calitz (1990:11) say that a sharp and clear way of formulating a research problem is to ask related questions in the form of sentences, because they are possible preconditions for the formulation of a hypothesis, planning research procedures as well as enthusiastic problem analysis and solution. One main question has to be asked and followed by subordinate ones. The main question for this dissertation is, "Can inadequate realization of the relationship of mutual trust be one of the reasons for under-actualization of educative teaching in some senior secondary schools of Maphumulo district?"

Other questions that can be derived from the main question are :

- * How do senior secondary school educators and educands in Maphumulo district perceive their relationship?
- * What are the factors that contribute to this inadequate realisation of mutual trust between the educator and the educand in some schools in Maphumulo district?.

1.3 Formulation Of The Hypothesis

The problem of mutual trust between the educator and the educand has always disturbed the researcher. The current researcher believes that if attention can be paid to this problem, most of the problems that are prevalent in Maphumulo senior secondary schools will be solved. Ary *et al* (1972:72) define the hypothesis as a tentative proposition suggested as a solution for the problem or as a solution to a problem or as an explanation of some

phenomenon hypothesis and a problem are connected as a hypothesis develops logically from the problem. The two also differ because a problem is usually stated in the form of a question and cannot be tested, whereas a hypothesis can be considered as a tentative solution of a problem, and since it is formulated in an explanatory form, it is testable as well as verifiable (Bondesio, *et al* 1990:13). Before formulating a hypothesis for this research a few characteristics of a hypothesis as given by Tuckman (1972:62) will be mentioned.

- Sp.* * It should be conjecture upon a relationship between two or more variables.
- * It should be stated clearly and unambiguously in the form of a declarative sentence.
- * It should be testable, that is, it should be possible to restate it in an operational form that can then be evaluated based on data.

Sp. Oostenhuizen (1981 :24-25) states that it directs the investigation by giving an indication of procedures to be followed. Bondesio *et al*(1990:13-14) further say that in research, an explanation can only indicate a similarity or difference, and can also give direction by way of indicating the nature of a similarity or a difference. Gay (1992:66) avers that a hypothesis states the researcher's expectations concerning the relationship between the variables in the research problem. Best & Kahn (1989:39) maintain that the hypothesis should be stated in the simplest possible terms.

Good opening

The following is a primary hypothesis for this dissertation

"There is a positive correlation between inadequate realisation of mutual trust between the educators and educands and under-actualization of educative teaching in some senior secondary schools in Maphumulo district".

Minor Hypothesis

- * It is hypothesized that some senior secondary schools in Maphumulo district are at

present ineffective in implementing the relationship structure of mutual trust, understanding and authority.

1.4 Aim/Purpose of The Study

This study aims at:

- * finding out whether or not the relationship of mutual trust is realised by both the educators and the educands in some senior secondary schools of Maphumulo district.
- * exploring the available literature on the topic and then to identify and isolate factors that make it difficult or, if not impossible for adequate realisation of the relationship of mutual trust between the educator and the educand of some senior secondary schools in Maphumulo district to be realized.
- * exposing this fundamental pedagogic relationship of mutual trust as a foundation of and pre-condition for the actualization of educative teaching.
- * recommending measures that could be taken jointly by educators, parents and educands of the area so that this relationship of mutual trust can be mutually realised by all the participants in the educational activities of this district.

The aims of this study are mostly revealed in chapter five (5) where the researcher presents data obtained through the use of questionnaires for teachers and pupils respectively.

1.5 The Significance Of The Study

The main reason for this study is to investigate how the relationship of mutual trust is realised by the educators and the educands of some senior secondary schools of Maphumulo district.

- * The factors which contribute to inadequate realisation of the relationship of mutual trust in some senior secondary schools of Maphumulo area are also studied.

Therefore, through its findings and recommendations this study will:

- * provide knowledge and insight into factors that influence the inadequate realisation of the relationship of mutual trust in some senior secondary schools of Maphumulo area.
- * expose both the educators' and the educands' feelings about mutual trust.
- * render some direction on how to study and solve this problem (inadequate realisation of the relationship of mutual trust) in future because conclusions will be drawn and foundations set upon which strategies to deal with this problem can be based.
- * help those in education who are at micro, meso and macro levels and those who occupy influential positions to use the findings to give necessary support, direction to schools and to realise the importance of mutual trust and the full implementation there of, in educative teaching.

With this, the researcher believes that any educational practice which might bring closer the educator and the educand is certainly worthy of investigation.

1.6 Definition Of Terms

The following concepts are clarified because they form the integral part of the announcement of the theme of this dissertation. Other concepts which are of crucial importance to this study are also clarified.

1.6.1 Evaluation

Child (1986:100) defines evaluation as judgement about effectiveness and worth of something. Johnson (1977:448) defines it as a process of judging to the merit or desirability of something. The term "evaluation" in this dissertation refers to the ascertainment of the educators' and the educands' feelings about their relationship. It shortly deals with the

researcher's assessment, analysis, weighing of the realisation of the relationship of mutual trust between the educator and the educand in Maphumulo district.

1.6.2 Significance

The term "significance" in terms of this dissertation, refers to the importance, meaning, relevance of mutual trust between the educator and the educand.

1.6.3 Fundamental

This term means ground, basis, (Van Rensburg, 1988:354). In pedagogics, the seeking of the fundamentals of education is done through penetrating the essences (essentials) to bring the innermost nature (ever constant foundation) of education to light.

1.6.4 Pedagogical

This concept is often used synonymously with the concept "educational", Griessel (1986:11) contends that the Greek noun "paidagogia" means "accompaniment" of the child (pais = child, agos = to lead, agogos = leader)

1.6.5 Relation

This term originates from the term "relation" which means to "carry" to support, to transfer something to an allottee, to communicate with somebody else, to do something which is to the benefit of the other person". The prefix "re"-denotes mutuality and presupposes involvement of human beings with one another (educators and children-in-education in this sense).

1.6.6 Structure

Van Rensburg (1988:491) contends that the concept "structure" originates from Latin "structure" which means "to call into being". Structure then refers to the essences which belong together and can be grouped together to form a structure. Van Rensburg (1988:491) further maintains that the term "structure" denotes that a number of allied categories are grouped together so that they form a structure. In this research the pedagogic relationship structure comprises of three relationships namely, knowledge, trust and authority. The three relationships are grouped together to form a structure and each one of them is only one facet of the structure. However, the current researcher has deliberately decided to delimit the relationship of trust so that this is viewed against its effect on educative teaching in some selected Maphumulo senior secondary schools. One has to mention the fact that a discussion of trust cannot be tackled without any reference to knowledge and authority. Of importance is the fact that the essence of love, acceptance, safety and security automatically come to the picture.

1.6.7 Mutual

Van Rensburg (1988:3) observes that mutuality denotes association where both parties benefit. In some cases they cannot survive without each other. Collins (1972:432) defines 'mutuality' as a reciprocal experience expressed by each of the two or more people or groups about each other or one another. Unions (1973:1378) defines it as something done by each towards or with regard to the other. In this dissertation mutuality means the trust or affinity which is reciprocally experienced by both the educators and educands in some senior secondary schools and which particularly makes the educator and the educand realise their being together as persons who need each other. This mutuality is based on love, acceptance,

warmth and security of each party. It is against confrontation that obstructs authentic educative teaching. Where there is mutual recognition of either party there is reciprocal and mutual venturing together.

1.6.8 Trust

Unions (1973:2374) defines it as confidence to some quality or attribute of a person or thing, unreserved self-surrender to one another. He further opines that it is to have faith or confidence, to place reliance, to confide. In this research it means that confidence or faith which the educator has in the educand that he is educable and that ultimately he will be a responsible adult. It will further mean that confidence or faith which the educand has in the educator that the latter will guide, lead and educate him en route towards adulthood. This trust makes both parties aware that they need each other so that authentic educative teaching may occur.

1.6.9 Mutual Trust

In this research it will mean the mutual trust that must occur between the educator and the educand. It will be used to mean respect that the educator has with regard to the child's potential and the latter's high regard, acceptance and willingness to submit to the educator's authority. It means the faith the pupils have in their teachers that they can lead them to adulthood. At the same time it means the faith the teachers have in their pupils that they are educable. One can therefore conclude by saying that this mutual trust tends to be a safe space for both the educand and the educator to trustingly venture together. The child is guided and supported towards conquering the unknown. The ultimate aim is that the child conquers the world so that it is a safe haven for habitation. Briefly he/she must eventually reach adulthood.

1.6.10 Educator

Griessel (1985:12) says that an educator is the one who educates. Pitout(1993:137) says that it is a person who influences others in an acceptable and approvable way, and who has an enhancing effect on them. Van Rensburg (1988:256) defines it as an independent, self-reliant fully matured, strong to render aid to further the child's advancement to maturity. Jager (1988:54) says that it is a person who has identified himself/herself with the accepted norms of a particular society. Because of this he/she can, based on his/her conviction and in following the demands of propriety, set an example and demands the educand's obedience to the norms. In this study it refers to any teacher who bears the responsibility of leading and guiding the child en route towards adulthood.

1.6.11 Educand

Jager *et al* (1988:54) defines it as a child who must be educated to become an adult. Pitout *et al* (1993:16) says that it is a person who is capable of being educated and who is dependent upon education to enhance his or her life. Van den Aardweg and Van den Aardweg (1988:71) say that it is a child or pupil who needs to be educated. Duminy (1984:141) says that it is a young being, a boy or girl, who is capable of being educated. In this research it means any pupil who is attending either standard 8,9 or 10 in Maphumulo district. Again, one must mention the fact that the concept child/pupil or adolescent will be used interchangeably with the word "educand". Sometimes the word student will be used. There are, however, instances where the current researcher uses the concept child generally.

1.6.12 Educative Teaching

The concept is composed of two words i.e education and teaching. Before educative teaching is fully explained, the two concepts of which it is made will be clarified separately.

* Education

Gunter (1986:10) says that:

Education is concerned not with the development of the head and the hand only, but also the will and the emotions, therefore, with the child in his totality, with the child as and indivisible spiritual- physical unity in his total existential situation.

From the above quotation one concludes that education is concerned with the positive formation of the moral character and the development of the entire personality of the emerging adult.

* Teaching

de Vries (1987:27) says that:

Teaching is more concerned with the development of the child's head and hand so that it may be said that teaching enables the child to know what he did not know before and to do what he was not able to do before, but also to be able to know and do better those things which he knew and could do before.

One deduces from the above extract that teaching is not only concerned with the development of the intellect and the hand of the individual.

Educative teaching is the combination of education and teaching. Van Rensburg and

Landman (1988:496) say that educative teaching is concerned with considerably more than the child's intellectual activities, it penetrates (to) his inner, spiritual existence. In this he ^{is} supported by Van Schalkwyk (1986:15-16) who says that educative teaching refers to formal accompaniment of a child by an adult towards self-actualization in a totally, balanced, personal differentiated, normative, purposeful way and within his/her life world and fundamental relationships.

^{Spa} In educative teaching the child remains a unity of body, soul and spirit and therefore there is no possibility of education one or other aspect of the child in isolation, from the others. The teacher does not at any one moment work with the child's intellect, at another time with his emotions, but is concerned with the child as a whole. The body cannot be "educated" separately either, for in any activity involving chiefly the body, a contribution is made to the intellectual, moral and social development of the child as well.

^{Sp.} One can conclude that no teacher can teach without education, for education concerns the whole child and the whole child is involved in the teaching situation. Intellectual development can never be divorced from the rest of the personality. As an indivisible unity of will, emotions and intellect, the school must educate the child as a whole by means of teaching in all the various subjects including its extra-mural activities. This is what is known as educative teaching. That is, the transmission of knowledge and skills cannot be the only aim but that attention must also be paid and emphasis placed upon good moral qualities, positive ways of thinking and attractive ideals. In this research educative teaching will be concerned with more than a child's intellectual development. It will include the child's emotional and moral development, his beliefs, his skills and will power. It will be that education which aims at the development of the child as a somatic-psycho-spiritual being.

1.6.13 Senior Secondary School

At the time of writing this dissertation, the clarification for various school levels in Maphumulo district was as follows:

Junior Primary School Level	-	SSA -Std 2
Senior Primary School Level	-	Std 3 - Std 5
Junior Secondary School Level	-	Std 6 - Std 8
Senior Secondary School Level	-	Std 9 - Std 10

In this study, a distinction is made between junior and senior secondary schools. A junior secondary has no matric classes whilst a senior secondary has standard 9 and 10. In some instances, some schools have both junior and senior secondary classes i.e. standard 6 - 10. In this study a senior secondary school will be those schools that have standards 8,9 and 10. This definition will be maintained throughout this study.

1.6.14 Inadequate

Coulson (1978:848) says that 'inadequate' means not adequate or not sufficient. In this context, the concept refers to the insufficient accompaniment of children by teachers towards responsible adulthood.

1.6.15 Under - Actualization

Means insufficient "realisation of a particular act" (Van Rensburg, 1988:281) In the education situation the educator and the educand are actively together (in relatum) with the view to the actualization of positive (human) potentialities. Underactualization therefore, means insufficient realisation of a particular act and this inhibits self-actualization. It obstructs involvement, experience, attribution of meaning as well as exploring and

emancipation and other psycho - pedagogical pronouncements which the child needs to undertake so that he/she becomes what he/she ought to become.

1.7 Delimitation of the Study

In a study of this nature, it cannot be possible to give a comprehensive discussion of all the fundamental pedagogic relationship structure like that of understanding/knowing, authority and trust if one considers that they have their own sub-moments/essentials. Indeed, they are too wide a field to cover. It became inevitable therefore to select only one relationship of mutual trust between the educator and the educand which in the opinion of the researcher is vital and relevant (as the others are) to the educative teaching in Maphumulo district. Borg (1981:39) says that the topic and the area to be covered must be sufficiently delimited to permit an exhaustive treatment yet sufficiently significant to warrant investigating it. The scope and field of this research was limited to some selected senior secondary schools of Maphumulo district with standard 8,9 and 10.

1.8 Limitations of the Study

- * An important limitation of this study concerns the reasons for the selection of senior secondary school levels (Std 8,9 and 10) as the area of investigation. The researcher decided to choose these levels because he believes that it is always easy to note whether there is a realisation of the relationship of mutual trust between the educator and the educand on these levels.
- * Researching on all levels of education systems would have been cumbersome if one considers the financial resources/constraints as to undertake a study is costly and it is because of the same reason that the study concentrated on Maphumulo district only.

- * Methods used in this study have their own advantages as well as their weaknesses. Therefore, the study is limited by those weaknesses of the method.

1.9 Methodology

This section is fully dealt with in chapter four, only a brief summary is outlined here. Therefore the project proceeded along the following lines.

- * There was a systematic and critical study of available literature, books, magazines and newspapers, etc.,.
- * To validate all data from literature an empirical investigation in the format of a questionnaire was conducted. This consisted of close-ended questionnaires which were sent to teachers and pupils to complete.

1.10 Procedure For Treating Data Obtained Through Questionnaires

The data obtained through questionnaires was changed to percentages. The researcher calculated the number of respondents per response and then converted this into percentages. This was done manually.

1.11 Analysis And Interpretation Of Data Collected Through Questionnaires

Data collected from respondents was analysed and interpreted accordingly.

1.12 Programme Of Study

Chapter One

This is a general introduction. It comprises of the statement of the problem, aim of the

study, the elucidation of major concepts, methodology. It is a chapter that gives the outline of the topic.

Chapter Two

In this chapter the realisation of mutual trust by certain education institutions is scrutinised.

Chapter Three

It concentrates on general pre-conditions for the realisation of mutual trust in the classroom in particular, and in the school in general.

Chapter Four

This is an exposition of the empirical research design. Questionnaires to the teachers and pupils are given. Procedures followed in this study are exposed.

Chapter Five

Concentrates on the empirical interpretation of data collected through the research instrument mentioned in Chapter Four.

Chapter Six

This chapter constitutes the findings, conclusions and recommendations.

1.13 Conclusion

An evaluation of the significance of mutual trust between the educator and the educand and its effect on educative teaching with special reference to some selected schools in the

Maphumulo district is a study that is conducted within the Department of Philosophy of Education. The major aim of this study is thus to find out how the educators and educands of Maphumulo district perceive their relationship. Do they realise mutual trust between themselves or not. If it is realised, to what extent?. If it is not, why and what are those factors that militate against the realisation of this relationship of mutual trust. In chapter one the researcher stated his problem, gave the aims of the study, defined concepts, gave limitations of the study and the intended modus operandi.

Chapter two deals with the relationship of mutual trust as it is realised by certain education institutions.

REFERENCES

- 1 Ary, D., Jacobs, L.C. and Razavieth, A (1979):
An Introduction to Research and Education: London.
Holt.
2. Baloyi, R.M. (1977): An Investigation into the Pedagogical Accountable Implementation of Authority in Tsonga Secondary School. Pretoria.
3. Best, J.W.(1977): Research in Education 3rd edition. Englewood Cliff.
Prentice Hall.
4. Bondesio, M.J. and Calitz, L.P. (1990):
Riglyne by die skrywer van 'n skripsie, verhandeling of proefskrif vir magister en doktorale studente. Pretoria.
Universiteit van Pretoria.
5. Cemane, K.B. (1984): The Problem of the Pedagogic Relationship between the educator and the educand in Black Urban Areas. Kwa-Dlangezwa. University of Zululand.
6. Child D. (1986): Educational Psychology, New Jersey. Prentice Hall.
7. Collins, E. (1954): Concise Oxford Dictionary. Oxford. Oxford University.
8. Coulins, J. (1978): The New Oxford illustrated Dictionary. England.
Oxford University Press.
9. De Jager, P.L. Reelee, G., Oberholzer, M.O. and Landman, W.A. (1988):
Fundamental Pedagogics: Science, Content and

- Practice. Cape. N.G. Kerkboekhandel.
10. De Vries, P. (1974): Fundamental Pedagogics. Goodwood. Via Afrika Limited.
 11. Duminy, P.A. (1967): African Pupils and Teaching Them. Pretoria. Van Schaik LTD.
 12. Du Plooy, J.L. (1983): The Phenomenon of Liberty in: Educare vol. 12.2. Pretoria. University of South Africa.
 13. Du Plooy, J.L., Griessel, G.A. J And Oberholzer, M.O.(1982):
Fundamental Pedagogics for Advanced Students.
HAUM. Pretoria.
 14. Du Plooy, J.L. and Kilian, C.J.G.(1985):
Introduction to Fundamental Pedagogics. HAUM.
Pretoria.
 15. Du Toit, J.S. & Kruger, N (1991):
The Child An educational Perspective. Butterworth.
Durban.
 16. Gay, L.R. (1976): Educational Research, Competence for Analysis and application. Charles Merrill. U.S.A.
 17. Griessel, G.A.T. (1982): Philosophy of Education. Pretoria Via Afrika
 18. Gunter, C.F.G. (1982): Aspects of Educational Theory. University Publishers and Booksellers. Stellenbosch.
 19. Hlatshwayo, B.C. (1992): Corporal Punishment in the Department of Education and Culture in Kwa-Zulu. Schools Kwa Dlangzwa.
University of Zululand

20. Kilian, C.J.G. and Viljoen, T.A. (1974):
Fundamental Pedagogics and Fundamental Structures.
Durban. Butterworths.
21. Mashau, A (1983): Relationship between Teacher Involvement and Study Success in Tsonga Secondary Schools. Unpublished MED dissertation Pretoria. University of South Africa.
22. Oosthuizen, J.D, Mulder, J.C. and Van B. Vaughan (1981):
Special Empirical Education (BED): Only guide for OSE 401-D. Pretoria. Univeristy of South Africa.
23. Pitout, D.N, Smith, A.G., Windell, J.H.J. and Steinmann, C.F. (1993):
Teachers Handbook for Education. Pretoria, Academic.
24. Relinga, S.S. (1976): Adulthood in Pedgogical Perspective and its significance in designing a model for Black Education. Unpublished D.ED Thesis Pretoria: University of South Africa.
25. Stoker, H.G. (1967): Oorsprong en rigting: deel I. Tafelberg uitgewers
26. Unions, C. J. (1973): The shorter Oxford Dictionary on History Principles.
London. Oxford University Press.
27. Van den Aardweg, E.M. van den Aardweg, E.D. (1988):
Dictionary of Empirical Education. Pretoria. A and E Enterprise.
28. Van Rensburg, C.J.J. and Landman, W.A. (1988):
Notes on Fundamental - Pedagogics - Concepts - And Introductory Orientation. Pretoria N.G. Kerkboekhandel.

29. Van Schalkwyk, O.J. (1988):Education System Theory and Practice. Alkantrant.
Alkanto Publishers.


CHAPTER TWO

THE ACTUAL REALISATION OF MUTUAL TRUST

2.1 INTRODUCTION

Chapter one dealt with the orientation to the problem. A brief introduction to security and mutual acceptance by both the educand and the educator as pre-conditions for the realisation of mutual trust was made. An attempt was also made to elucidate the concepts used in this study. The aims and significance of the study, delimitation, scope or area of concern, limitations of the study and methodology also received attention.

In this chapter, the researcher is trying to expose the realisation of mutual trust by different institutions. A family is where a child learns to form social relationships including that of trust. A family as the foundation of the child's education will receive attention in this chapter. Some essential characteristics of the pedagogic relationship will be highlighted. The components of the pedagogic situation i.e. the teacher and the child will receive attention. Factors that militate against adequate realisation of the relationship of mutual trust between the educator and the educand will receive attention in this chapter.

 Lastly, the significance of adequate realisation of the relationship of mutual trust between the educator and the educand will be discussed. Since the family is the most important institution where the child forms social relationships it is necessary to discuss it together with the relationship of trust.

2.2 The Family And The Relationship Of Trust

According to Jones and De Beer (1988:90) the Latin term “familia” from which the English term, family, has been derived, denotes a unit consisting of a father, mother and children. The complete family will thus consist of a father, mother and child(ren). There are two parts of the family, viz (a) an adult part, as parents who accept responsibility for (b) a non-adult part, as child(ren) who are dependent on their parents for reaching adulthood. In Zulu it is known as “ikhaya”. Before education can take place in the home, the home must provide security, safety, warmth, respect and acceptance for the child. Du Plooy (1982:95) states that: “Only when the child is convinced of security and safe space provided by the home, will the child submit to his/her natural urge to explore the world more widely and to master it”. From this quotation one concludes that the child explores the world only if he/she experiences security. In his exploring the world he will meet other people with whom he should establish the relationship of trust. If he does not experience security, his trust in other people will not be able to take root. This calls for the family to provide security for the child so that he/she can establish the relationship of trust with other people. This is because security ensures trust. Security as an essential for trust will be discussed later on. Since the family is not only made up of four walls, it is now necessary to discuss those who are the main components of the family who assists the child in establishing the relationship of trust with himself/herself, man, God and reality.

2.3 The Mother And The Relationship Of Trust

The Oxford English Dictionary defines a mother as a female parent or a woman who has given birth to a child. She is the first person the child encounters. This quality of encounter is of great value for the child in establishing mutual trust with other people.

A very strong pathic bond develops between the mother and child long before the child is born. Mlondo (1987:47) rightly maintains that a mother, unlike the father, regards her baby as a reality long before he/she is born. She further asserts that a baby becomes truly real to the father when he/she is physically present.. In traditional Zulu culture the ground was levelled before the child was born. "Isihlambezo" was given to a newly wed bride by old women, who had to prepare it so that she conceived in a clean uterus. Msimang (1975:39) mentions that Isihlambezo contained "umuthi" that could protect the unborn baby against diseases and make the baby move around in the uterus. This indicates that in traditional Zulu culture, the child was accepted before he/she was conceived. Acceptance is a pre-requisite for mutual trust. This means that in traditional Zulu culture foundations for mutual trust were laid long before the child was born. From a Zulu perspective the relationship of mutual trust in steeped in tradition.

Contemporary mothers, buy nappies for their children long before their children are born. This, they do to show love, warmth and appreciation of their children. Griessel & Oberholzer (1994:24) believe that mothers do this in preparation to accept the children with love, respect, warmth and dignity. All these are ingredients for the establishment of mutual trust with their babies. The long expected child is born. He/she is accepted, loved, cared for, bodily and spiritually secured. The mother's embracing arms are the child's first haven and home base and the child feels safe and secure with his mother. The bond is formed between the child and the mother. This bond influences the child's becoming. This bond will result in mutual trust between the mother and the child. According to Strasser (1976:79) the mother guarantees security and finally she holds the power over the surrounding world. The child whose mother has succeeded in giving him/her warmth and confidence will venture

into the unknown. In his/her venturing he/she will meet other people with whom he/she must form relationships. If a child has experienced safety and warmth and comfort in his/her mother's arms he/she will be able to establish the relationship of trust with these people easily because he/she knows how to trust as he/she has learnt to trust his/her mother ●

From what has been said above it is clear that it is the mother who gives the first ministrations and who lays a secure basis for the emotional development of her child. It means that it is the mother who gives the child an abiding trust in human relationships. It can thus be concluded that mother's affection, loving and care are essential for developing a basic sense of trust ●

High rural unemployment, unreliable remittances from migrant men and unavailability of land, and retrenchment of the husbands force many mothers to leave their families and work as domestic workers, hawkers or farm workers. Mothers are no longer with their children for a long time. Children are no longer given that warmth, love, security and experienced being trusted by their mothers. Most of the farm workers wake up as early as 04:00 (4^{am}) and travel on foot for about 3-4 kilometres before they are transported by lorries or tractors to the farms. They come back home at about 5^{pm} as they travel long distances before they reach their homes. From 5^{pm} they do house chores like fetching water and cooking for supper until 8^{pm}. By the time food is ready, the child is asleep. Early in the morning when they leave for work, the child is still fast asleep. Bonding between these working mothers and their children is not affordable. There is no intimacy which encompasses love between the child and the mother. Those embracing arms which are the child's haven and home base for mutual trust are not experienced by the child of the working mother of Maphumulo

area. From the start the child of Maphumulo area does not experience the relationship of trust with his/her mother. To add salt to the wound of the mothers, if the mothers have succeeded in establishing the relationship of mutual trust with their children while the children were very young, when the children reach adolescent stage, they become aware that their mothers are uneducated. Mothers, too, have internalised that they are uneducated. They know that they do not share the world of educated people (adolescents). Instead of establishing mutual trust, mothers and adolescents are polarized between the “uneducated” (mothers) and “educated” (adolescents). This is rightly supported by Van Vuuren(1983:75) when he says that many black “educated children” trust their mothers “conditionally”. This means that adolescents cannot trust their mothers because the latter cannot help them in conquering the world of “educated people”

As a result many mothers of Maphumulo district leave their adolescents’ upbringing to their teachers. There is absolutely no mutual realisation of mutual trust between the mothers and their adolescents in Maphumulo district. If there is, it is experienced by very few. Having discussed the importance of the mother in the establishment of the relationship of trust with his child, the difficulties faced by mothers in rural areas in the establishment of the relationship of mutual trust with their adolescents, it is now important to discuss the father as one of the components of the family and how he establishes the relationship of mutual trust with his children. Lastly, the problems faced by the fathers in establishing mutual trust with their children will be highlighted.

2.4 The Father And The Relationship Of Trust

Through the mother the child learns to transfer trust to the father and other members of the

family. The father has his own particular task because of his different nature. He is powerful, he can make things happen or put them right. To the child the father is the person who knows and can do everything. He is the source of pride, of trust, as he is valued for his ability to mend things that have been broken. He is the trust figure to the child. This calls for him to be trustworthy in his words and deeds. The father also directs the child's sight to the world which lies yonder. Le Roux (1992:56) explains the relationship between the child and the father as follows:

A child also needs a fellow human being - an adult - to acquaint him with the world and its customs, and to orientate him to it. The child needs a fellow human being to teach him what the world is like and what other people are like, a person who will remain steadfast in the midst of a diversity of influences and ideas, a person on whom he can rely, someone who is physically and spiritually prepared and who can guarantee his overall safety. This is the special position of the father.

From the above quotation one can conclude that the father's position with the child helps in increasing the child's knowledge of and trust in the outer world. The father is the person who opens up the world to the child, he is the anchor, the model, someone with whom the child can identify. It is the father who introduces the child to broader society and the future. The father comes home from time to time. He is away from home most of the day so that it naturally follows that he is the remote figure, the one for whom the child waits to come home.

Le Roux (1992:57) in support of this says:

Through his daily contact at work the modern father still bridges the gap between the loving, protective, intimate, familiar life within the family (with mother) on the one hand, and the hard, challenging, unknown, demanding and even hostile outside world on the other, the world which one enters "When one is big" the playground of adults' society, even of world powers. The modern father is a hinge, as it were between the family and the outside world. He is part of the family, but also part of the public life. Through the father the child is acquainted with the harsh yet interesting, an inviting adult world in a safe and assured way. By what the father does and tells about his job and daily contact with people in the outside world, he leads his child to knowledge of broader society. In a way he becomes the gateway providing access to the strange outside world

From the above quotation it can be concluded that as the father repeatedly goes out from the familiar security of the house into the unknown, he awakens the child's desire to venture into the unknown. This calls for the father to be trustworthy so that the child can realise that the outside world is trustworthy. The father must be honest in his conduct towards the child, ^{must keep} and keeps his promises whenever he has made any. If he unavoidably breaks a promise, he must explain fully and in good time the circumstances under which it was broken. The father must be so trustworthy in such a way that the child can believe him with all his/her heart. If the father is trustworthy to the child, the child will trust his/her father and the outside world which the father represents. The child with such a healthy relationship with

his father will form relations with other people including teachers with ease. If the model of the outside world is trustworthy, automatically the outside world is trustworthy. In contemporary times, the relationship of trust between the father and the child has its own problems.

2.5. The Relationship of Trust, Capitalism, Migratory Labour System And The Father.

As a result of industrialisation, capitalistic way of life and later developments in the area of labour, many black fathers could no longer find work near their homes. They were obliged to work away from home and consequently were away for long hours or months. They left the children unguided having no one to be a role model of the outside world. Luthuli (1981:20) says that long absence from home, caused the father to accept less and less responsibility for his family, thereby entrusting pedagogic responsibility to the mother who was neither trained nor prepared by tradition to undertake such responsibilities. For educated fathers, technological development and greater professionalism of services further undermined possible opportunities for communications between black father and his child. According to Urbani (1990:17) the key to understanding of trust is faith. He further says that one can only trust a person if one has complete faith in him. The one trusted must always be available to prove his trustworthiness. According to Mohanoe (1983:81) the absence of fathers from home causes so many children to have no trust or respect even for their fathers because they were not always available at home. The father's trust or worthiness becomes meaningless to the child especially if the father is not available. The child starts to believe that no security, guidance and safety can be offered by a person who spends most of the time away from home. A trusting sphere in which a black child and a

father accept each other as persons who are bearers of human dignity is essential for constituting a pedagogic relationship of togetherness. This relationship of togetherness is needed for the realisation of mutual trust between the father and the child. Unfortunately this is lacking in black homes since most of the fathers are seldom with their families.

Even those fathers who commute have their own problems in the establishing the relationship of trust with their children. This is supported by Ndlovu (1990:121) when he says that the majority of the parents return home from work after 17hrs. In the limited time available it is often not possible to engage in educatively meaningful conversations before each is caught up in his own activities be it homework, social commitments, a program on television set, etc.

From the above discussion it becomes clear that there is no time for dialogue between the fathers and their children. A dialogue is a recipe for mutual trust. This is because it is through a dialogue that the father and the child can reveal and explain their thoughts to each other. This revelation of each other's subjective world to another will lead to mutual trust between them.

The early pregnancy of the adolescents has exacerbated the problem of father-child relationships. The male adolescents are expected to be fathers while they are still ill equipped for this crucial task. These "fathers" ^{not} _^ do have intimacy (which is so important in the establishment of the relationship of trust) with their children. In the school where the current researcher serves as a headmaster almost one quarter of the pupils have never heard of the names of their fathers. Let alone to experience love warmth or intimacy with their

The D.S. W. 1990

fathers. One can conclude that most of the fathers should never have been fathers because they are not prepared to accept the demands of fatherhood.

It is therefore concluded that capitalistic economy has brought changes in the role of the father and the mother in the family, Luthuli (1981:62) expressing dissatisfaction about the role of the family especially the parents in the education of their pupils avers that:

It can be concluded that the capitalistic economy with its new demands had a destructive effect on the family. Many children cannot become what they ought to become, because they lack a sound home background. This state of affairs demands that the school be adapted to meet the child on his way to adulthood. As an agency of education, the school is instituted to supplement and complement the work of the family. When the home is lacking, the school must step in and Black education in particular should today emphasize this task .

From the above quotation one deduces that because of the lack of intimacy between parents and their children at homes, it becomes the duty of their educators at schools to establish that intimacy. This intimacy will lead to mutual trust between their educators and their educands. The shattered relationship of trust with other people will be restored. This intimacy between teachers and pupils only takes place within the pedagogic relationship.

In the following paragraphs an attempt will be made to illustrate how this pedagogic relationship should be in order that mutual trust between the educators and educands should be realised in senior secondary schools.

2.6 The Pedagogic Relationship

A pedagogic relationship implies a specific involvement between the educator who is prepared to support the educand and the educand who is in need of this support. The educator as a giver of support and guidance, and the educand, as the one in need of the guidance and support, make contact with each other. That is, a bond is established between them.

In the pedagogic-didactic situation it can thus be conceptualised as an interaction between the teacher and the child (adolescent in this case) that takes place within a professional setting, viz. The educator being the teacher as the authority figure and the educand being an adolescent who opens himself to being taught. This relationship is an interaction that is initiated and maintained as a means of facilitative growth and the development in the child on his way to maturity or adulthood. It develops an interaction between a trained professional, the educator, and a person seeking his professional services and guidance, that is the educand. The teacher, as the giver of support and guidance, and the child, as the one in need of support and guidance, make contact with each other. This interaction must be maintained, however, only on a participatory and co-operative basis. The educator is the builder of skills and a developer of potentials, he is an advisor and guide. On the other hand the child should be open, willing and amenable to the teacher's influence. This pedagogic relationship will succeed only if it is based on mutual trust. Without this mutual trust, between the teacher and the child, it will not be possible to assist the child to become a proper adult.

This pedagogic relation has its own essential characteristics which if adequately recognized

by both the educator and the educand can strengthen their realisation of the relationship of mutual trust.

2.7.0 Some Essential Characteristics Of The Pedagogic Relationship.

Reeler, Munnik and Le Roux (1985:5-7) state that an essential is a characteristic, a fundamental important fact, a precondition, a universal, indispensable, inevitable feature or component of something which, without that component would cease to be itself. An essential is therefore an indispensable, absolutely necessary thing or a basic of a thing which without it that something cannot be what it is. An essential is an essence of a thing. Pedagogic relationship, too, has its certain essentials. Without these essentials it will cease to be. These essential characteristics are mentioned because they must be observed by the teacher and his pupils if mutual trust between them can be established. If they do not recognise these essentials, educative teaching will be unsuccessful.

2.7.1 Uniqueness

In this relationship, two individuals are involved, the adult and the non-yet adult, in a situation that stands out of its own. This pedagogic is unique in that it is a relationship between a professionally trained, competent educator and an individual who accosts the teacher for help, direction and guidance. It is unique in the sense that it is only the teacher who can empathize with the child who is experiencing problems. The child cannot do this. The pedagogic relation is different from the everyday personal relations, as the latter are characterized by more mutuality. Friends help each other, while the pedagogic relationship is more formalized and the roles are clear cut. One is the educator and the other is the educand. The teacher is not led to adulthood by the child but the child is led to adulthood

by the teacher. Reeler, Munnik and Le Roux (1985:21) acknowledge this mutuality by saying that:

Human beings differ from each other. People are not like brick or grains of sand which all appear to be alike. A human being is irreducible and irreplaceable (Reeler et al 1985)

From the above quotation one deduces that a teacher must treat his pupils differently because they differ in their personalities. No person can be a replica of another - not even identical twins. A teacher who is fair and just towards his pupils will recognise the nature of each child and treat him/her accordingly. Failure to do so means that the child's individuality is disregarded and the child is denied his/her right to exist as a unique person. This uniqueness of the pupils calls for a senior secondary schools teacher to apply the principle of individualisation when he/she teaches. When this principle of individualisation is applied, the child will realise that he/she is cared for. He/she will trust that teacher who cares for him.

2.7.2 Inequality

The pedagogic relation reveals itself as a child adult relation in which the participants are intimately and reciprocally involved. The aim is to lead the child to maturity. However, this relationship is the one of unequalness in two different ways.

- * The child and the adult meet in their unequalness. By virtue of his/her being an adult, the teacher wields authority. He has rational power, and if he commands respect from those who look up to him for their acknowledgement and skills he shall

be listened to. Because of the authority which the teacher wields, he can easily bring behavioural changes in the pupils and redirect their wills. Pupils, on the other hand, are not invested with this power. They are not expected to direct their teacher according to their whims, wish and will.

- * The teacher has more experience, knowledge and deeper insight than the child. The teacher has progressed further in complying with the demands set by propriety. Referring to this unequalness du Plooy and Kilian (1980:53) remarks as follows:

What a blessing that the adult and the adult in the making are not equal in the education relation.

From the above quotation one deduces that if the child were equal to his educator, his education, the guiding, leading activity by the educator would be out of the question.

2.7.3. Equal Dignity (Equivalence)

Every human being under the sun be he an idiot or a genius is born and endowed with dignity. The dignity that a person possesses is not acquired, it is not learnt nor taught, it is however, God given. The idiot is not a bearer of less dignity than a genius. Likewise both the educand and the educator are bearers of the same dignity. According to Steyn *et al* (1984:128-9) man (and this includes the child) is *homo dignus*, a bearer of sublime dignity. They further maintain that human beings, irrespective of status, race, colour, or creed are dignified human beings. This means that as a dignified being the child should be honoured and respected for what he/she is and not for what he/she does or achieves. Unfortunately experience teaches that the human child is not always regarded as a dignified being.

Teachers at certain times use children and their achievements to make names for themselves or they literary undermine the child's dignity. At no time should the dignity of either the educator or the educand be violated. This means that even when their children are addressed, reprimanded or disciplined, educators must never degrade or depersonalise their educands. It can thus be concluded that no mutual trust can be experienced between the educator and the educand if one of the participants' dignity is violated.

2.7.4 Dialogue

The relationship in the education situation is one of dialogue. This means that education cannot take place without a dialogue between the educator and the educand. The helpless child calls for assistance. The educator answers the call. A dialogue in education is "an - Appeal - hear - answer - relationship. The "appeal" the child makes to the adult raises the latter as respondent to the status of the educator. Through dialogue a child gains access into the educators' experimental world vice versa. This is put aptly by Van Niekerk (1987:60) when he says that a conversation is the pre-eminent way by which access can be gained into another person's world. This means that the world of the educator and that of the educand through dialogue are transformed into an inter-subjective world, "our world". In this dialogue both the educator and the educand are able to hear and listen well to what is said by the other. This is because a dialogue (di- meaning two) implies a two-way communication. The teacher is not only the sender, but also a receiver of messages. Intimate proximity established by the presence of the educator to whom the educand can communicate his needs and demands gives the child the confidence, courage and determination to carry on a dialogue with the educator. By means of this dialogue, the educand is assisted to widen the horizon of his life - world by means of meaningful concepts

transmitted to him by his educator. Through dialogue both the participants become acquainted with each other's likes, dislikes, ideals, fears, limitations and potentialities. All this demands that opportunities must, therefore be created for elevating and ennobling dialogue which will promote an exchange of ideas between the educator and educand if mutual trust is to be realised in senior secondary schools. It can therefore be concluded that a dialogue makes way for mutual trust between the educator and the educand because through dialogue they get to know each other. A dialogue that is characterised by trust, acceptance and love opens way for helping the educand to reach adulthood.

2.7.5 Binding

Binding is actualised by a pedagogic tie of love. Love forms the substructure of all pedagogic support. If the child is not accepted with love, he shall never experience the security that the school can offer him to obtain a foothold as a firm stand in the world. It is necessary at this point to distinguish among at least three different senses in which the word love can be used: Eros, Philia and Agape.

*** Eros**

This love is connected with the sexual desire and self-assertion. It should never characterize the teacher - pupil relationship. This does not mean however that there are no instances of this. Ngcobo (1986) in his research has found out that love affairs exists between teachers and school girls. Gilbert (1982) interviewed 1829 pupils from seventeen secondary schools in KwaZulu on, among other things, incidents of love affairs between teachers and pupils existed. Twenty three percent (23%) of the respondents among pupils knew a lot of incidents, seventeen percent (17%) of the pupils knew of a few and fourteen percent (14%)

knew of one or two. Only three percent (3%) knew of none. This love, eros is a threat to mutual trust between the educator and the educand if it exists in a senior secondary school.

* **Philia**

It is described by Reid (1986:47) as love we give only to the comparatively few persons who happens to attract us. It is love arising from natural sympathy or affection. It is love between friends who are close to each other and desire each other's company. Like eros, it is not recommended for the teacher - pupil relation, because it is confined to a teacher and some particular child or group of children. It has the potential of favouritism or nepotism and unfairness.

* **Agape**

It is love for a person as a person, with no exception of a return from the other party. It is a type of love in which a person seeks to assist other people to grow. It aims towards the supreme good for the dependent, co-subjects even in reprimanding him with a view to protecting his dignity precisely because sympathy or compassion is felt when punishment is deemed essential. It allows a loving person to be a source and proximate cause for self-enhancement of the loved one. This is love that forms the substructure of all pedagogic support. Just because the love given envisages support to the child with the aim of making him self-reliant and resourceful it should not exclude reprimand for the protection of his dignity and image as a person.

Agape strengthens the realisation of the relationship of mutual trust between the educator and the educand in pedagogic situation.

2.7.6 Pedagogic Activism and Pedagogic Negativism

Pedagogic activism may be equated to what Robinson (1980:23) calls "one-way traffic teaching system" with the teacher assuming a directive role. The teacher is an active agent who is in absolute authority and is the "fountain of all resourcefulness". The proponents of activism assume that as a teacher is a pedagogic, who is a mature adult and is an authority in his task to lead and guide the child, he takes it upon himself to structure the pedagogic situation according to his ideas of the ideal as reflected in the philosophy of a people to whom he belongs. The child is forced to fit into the already existing societal structure without a click. This approach does not give the pupil the opportunity to participate in his education. This authoritarian behaviour will be resisted by a senior secondary pupils because they think they are old enough to voice their opinions in matters that affect their life. An activist teacher goes to the extent of interfering in play activities of children up to the point of channelling their play and deciding games to be played. Such an activist teacher stifles the child's creativity. Activism destroys the realisation of mutual trust between the educator and the educand because one of the ingredient of mutual trust is that the educator must trust that the educand can do something on his own. The child who is dominated does not explore his world. The child needs opportunity to practice his own decision - making. The adult who does not grant the child this opportunity of self-determination will never be trusted by the child.

Contrary to this activistic approach, the negativistic approach goes to the opposite. Blinded by the boundless esteem for and a blind trust in the natural development of the child, every form of intervention with the child is condemned. All that is necessary is a wealthy growing-milieu, and nature must be allowed to take its course. Over and underestimation of "roles"

whether it is the educator's or the educand's leads to a distorted view of pedagogic activity. A child left to himself, so that nature can follow its own course, may be heading for self destruction. The negative approach leaves pupils directionless. Pupils feel insecure and directionless if they are not guided by responsible educators. Pupils will never trust a teacher who ignores and does not guide them.

In the paragraphs above an attempt was made to elucidate the essential characteristics of the pedagogic relationship between the teacher and the pupil which strengthen mutual trust between the two. These must be acknowledged by both the educator and the educand in senior secondary schools if mutual trust is to flourish. The relationship ^{of} mutual trust may be inadequately realised at home as it was discussed in paragraphs 2.3 and 2.4. A Senior secondary school educand may come to school with a shattered confidence as revealed in paragraphs 2.3 and 2.4 respectively. In such circumstances an educand will never benefit from any educational activity. The question is how does a teacher regenerate the educand's trust in himself or trust in other people if the child did not experience the relationship of trust in his home? Acceptance of the educand by the educator and the guaranteeing of the educand's security are answers to this question.

In the paragraphs that follow an attempt will be made to explore mutual acceptance as a pre-requisite for the realisation of the relationship of mutual trust between the educator and the educand in a senior secondary school.

2.3.1 Mutual Acceptance: A Pre-Condition For The Realisation Of Mutual Trust

The pedagogic relationship of trust is rooted in the basic category of mutual acceptance. Smit (1981:12) stresses the essential nature of this component when he maintains that mutual acceptance is the *conditio sine qua non* for the entire pedagogic niveau. This means that educative activity cannot take place without mutual acceptance, the educator must accept his educand as he/she is. This means that the educator accepts his/her educand's uniqueness, differences, potentialities, strengths, weaknesses and limitations. From this it follows that a child who is acknowledged as a person in his/her own right will accept the educator's guidance as he/she senses that he/she is appreciated as a human being. The educator must further accept the responsibility of leading the educand to responsible adulthood because unless the educator accepts this responsibility, any involvement in the educand's life will be of no value and will be meaningless to the educand. The educator must also indicate to the child that the child is worthy of being trusted by other people. In that way mutual trust will be formed between them.

In response to this acceptance, the educand accepts his educator as an adult who is able, willing to assist him/her, accepts his/her educator as a person who knows more about life than he/she does and whose intentions are sincere and honest. Furthermore, sensing the feeling of acceptance by his/her educator, also accepts the aid/guidance given to him/her by his/her educator. However it should be noted that the acceptance of guidance by the educand does not mean uncritical acceptance. This means that as a child who by nature is inquisitive, has an exploring and critical attitude will not uncritically accept aids given to him. This means that before aids are accepted, answers are provided by the educator to questions asked by the educand in his/her eager search for knowledge, values and meanings.

From the above discussion it can be concluded that the child is a very sensitive being who blossoms only in an atmosphere of acceptance, trust, warmth etc. If he/she grows in an atmosphere of acceptance and trust he/she will learn to accept and trust others. Furthermore, it can be mentioned that the educator must also sense a feeling of acceptance by his/her educand if he/she is to lead the child to responsible adulthood. This illustrates that mutual acceptance between the educator and the educand is *sine qua non* for the entire pedagogic *niveau*. It can thus be concluded that pedagogic act cannot succeed if the teacher and the child do not reciprocally accept each other. This mutual acceptance breeds mutual trust.

Like mutual acceptance, the sense of feeling secure by both the educator and the educand is also a pre-condition for the realisation of mutual trust between the educator and the educand. In the following paragraphs security will be examined.

2.3.2 Security : A Precondition For Mutual Trust

An educand wants to become someone in his/her unique openness. In order to do this, the educand has to be venturesome. He/she has to take leaps into the unknown to meet the world, his fellowmen and God. The fact that the educand wants to take part in his/her own becoming does not mean that he/she is capable of becoming someone on his own. He/she requires the security of the teacher or the educand will not have the courage to venture forth. From within the consistent emotional framework of his/her teacher's love, trust and security the educand will start to explore the world. On his/her own the educand feels insecure and uncertain, hence the dependance on the teacher. This is supported by Griessel and Oberholzer (1982:95) when they contend that the educand yearns for safety and security, and once he/she has acquired this, he/she experiences emotional security. From this, it becomes

obvious that security is one of the essential tasks which the teacher must provide for his/her educand.

It is interesting to examine the stem word from which the German concept originates, namely, the German "Burg" which denotes a castle, fortress or citadel. This means that the burg is a place of safety, a place where threats and dangers are out of the question. The teacher, as a provider of security, is thus the child's "Burg", the fortress, stronghold or a place of refuge for the child.

In order to provide security, the teacher must show love, warmth, acceptance and care to the educand. In acknowledging the importance of love as a base of security, Dirkmeyer (1965:263) says that being loved gives the child his/her basis security. This shows that it is every teacher's duty to make, or assist in making, a child sense a feeling of being loved. Children who are left alone or who sense that they are not loved, experience insecurity. Security is important to the pupils because they have to make independent choices, they are not like animals that are driven by instincts. Children constantly have to take decisions. Animals "know" instinctively but children do not know instinctively they are bound to choose. Unless children are assisted with regard to their choices by responsible educators who show love, they experience insecurity and feel unsafe. Love from the teacher promotes security which in turn gives the educand courage, daring and self-confidence to venture upon the unknown and uncertain future.

If security is to be realised in the classroom of a senior secondary school between the educator and the educand, the educator must work towards a secure atmosphere in the

classroom. In order to ensure such an atmosphere of security which will lead to mutual trust, according to Steyn *et al* (1984:136) the teacher must do the following:

- * Should know his/her subject to such an extent that he/she can explain and discuss it in such a way that every child will know and understand the work.
- * Should cover the subject matter at such a pace that the child will feel safe and secure.
- * Should gradually allow pupils to venture on their own. He/she should allow pupils to venture away from this place of safety towards problem situations in order to solve problems on their own.

Furthermore, it should be mentioned that the child's experience of security is established by the conversation which takes place between the educator and the educand. Through this development the educand is able to reveal to the educator all his/her problems that sometimes hinder his/her feeling of security. After the conversation the child feels safe with the educator and the educand is further eager to move nearer to the educator and thus mutual trust is established. Deep security promotes mutual trust among those involved in that security. Lastly, it should also be mentioned that the world of adulthood is a world of order. It should be transmitted to the educand in an orderly manner. If it is transmitted haphazardly, the child will feel insecure. This calls for the educator to be sure of the world of adulthood which he/she transmits to the child.

It is now clear that security entices an educand to enter more and more into the world of adulthood, and leaves his/her own naive or educandlike world. It is only through the experience of security that the educand will bridge the gap between his/her world and the

world of adulthood. Authoritative authority of the educator over the educand gives the educand security. In a pedagogic situation if mutual trust is to flourish, security of the educator must also be provided.

The educator must also feel secure in the social order of the community of which he/she teaches. It can thus be concluded that a lack of security will place constraints on the child's possibilities for expanding his/her humanness and his/her progression towards adulthood will be hampered. The child who feels insecure and unsafe cannot be courageous enough to venture and explore the unfamiliar world. Unless either the educator or the educand feels secure if he/she is with others, there will be no mutual trust between them. A school that does not provide security for both educator and the educand cannot claim to be an educative institution.

In the preceding paragraphs an attempt was made to indicate the importance of the categories of "acceptance and security" as pre-requisites for the teacher to be able to establish a pedagogically accountable trust and for the educand to accept such trust willingly. In the following paragraphs, two essential components (constituents) of the education situation i.e. the educator/teacher and the educand/pupil will be discussed. If either of these two, is absent no education can take place. It will also be highlighted how these two should relate to each other if mutual trust is to be realised.

2.4 The Components Of A Pedagogic Situation at the school level.

2.4.1 The Teacher

Parents are viewed as primary educators due to their role as the first, original and informal

educators of the child whereas teachers in the pedagogic (school) situation are referred to as the secondary educators. When the child enters school he/she is exposed to the second type of education which is more formal and structured in nature. The teacher in the school has been trained to provide the child with this more formal education and can also be referred to as a professional educator. The following are some of the essential characteristics of the teacher which may inspire the relationship of trust in his/her pupils.

a) **The Teacher As Person**

To win the hearts of educands, the teacher in a senior secondary school must be a real person, being what he is, he must enter into the relationship with the educand without presenting a front or a facade. This means that the feelings which the teacher is experiencing are available to him/her, available to his/her awareness, that he/she is able to live these feelings, and able to express them if necessary. This is supported by Worell and Nelson (1974:37) when they say:

Let your students see you as a real person, let some of your human qualities, both good and not-so good, come through. Admit your errors when they occur. Insisting that you are always right and students are always wrong lowers their trust and your credibility as a communicator.

The above quotation emphasizes that the feelings of the teacher must be known by his/her pupils. If a teacher is angry let pupils know what angers him/her. The teacher should not conceal it by smiling.

b) Teacher's self-concept

Mashua (1983:30) describes self-concepts of the teacher as the teacher's total self-appraisal of his/her appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a direct force in behaviour. It might be said that the total self-concept of an individual may vary from extremely poor or negative to very good or positive. Self-concept is significant to a person because it determines the way the person behaves towards himself/herself and other people and maintains consistency between his self perception and his actions. If a person feels that he/she is competent or incompetent, for example, he/she acts and behaves in ways that are consistent with his/her feelings. If he/she perceives himself/herself as an untrustworthy person, he/she will not trust other people. A senior secondary school teacher should always have a positive self-concept about himself/herself in order that he/she can trust himself/herself and trust pupils.

c) Teachers Attitude

According to Flexnerb (1979:65) an attitude is a disposition of mind, outlook or point of view. For the teacher to establish a relationship of trust with his pupils, his outlook has to be positive whenever he/she meets his pupils. He should have an optimistic frame of mind. One of the qualities of a good teacher stipulated by Evans (1966:118) is optimism. Kim Onn Yap in Mashua(1983) made a study of teacher's education and attitudes toward children and learning. Amongst other facts he said that teacher's expectations and attitudes are perhaps the single most important influence on pupil's behaviour. He further states that teachers who have negative attitudes may see children as frivolous, foolish, inherently untrustworthy and irresponsible. Teachers who have positive attitudes may see the same children as capable of developing self-discipline, of accepting responsibility, cheerfully and willingly. (Kim Onn

Yap 1977:38).

Experience has taught that there is a consistent relationship between the amount of formal training and teacher's attitude towards pupils and learning. The more training (as indicated by more advanced degrees) the senior secondary teacher has, the stronger the tendencies to development attitudes that are integrative, flexible and authoritative as apposed to dominative and traditional attitudes. This is tantamount to saying that a well-educated teacher will make it easy to develop a healthy attitude towards pupils. If teachers can employ positive attitudes in teaching-learning situations it will be easier for them to establish a relationship of trust with their pupils.

d) The Teacher And The Subject Matter

The teacher who knows his/her subject matter, prepares himself/herself thoroughly before going to class and presents his/her lessons in an interesting way, usually wins the trust of his/her pupils. It appears that competence in his/her subject is the one of the most valuable means of winning the hearts of the pupils in the pedagogic situation. A teacher who is not prepared for the lesson he/she proposes to present becomes a pitiful object in the eyes of his/her pupils. This is supported by Hamm (1988:174) when he says that if a teacher is prepared, if you likes teaching and does a good job, he/she wins the hearts of the pupils. The implication is that the subject teacher should show interest in the subject he/she is teaching. Experience has shown that pupils usually trust a teacher who explains and helps and whose lessons are interesting. If pupils perceive the teacher as having insufficient knowledge on the subject, such a teacher will have little confidence in himself/herself. Pupils appear to trust the opinions of a teacher who they judge to be more competent than

themselves and to reject the ideas of teachers who are perceived to be sufficiently conversant with the subject matter or incompetent in other areas. This demand by the pupils that teachers should be competent in their subjects put pressure on the teachers. This demands that teachers should update their knowledge in their subjects. According to Steyn *et al* (1984:137) the teacher should keep abreast of and strive to master new approaches, new techniques and new educational aids, in order to improve his/her teaching strategy.

A teacher should, however, never try to appear too clever or claim to know everything about the subject he/she is teaching. Senior secondary pupils are old enough to see a teacher who has a charlatan. They distrust such a teacher.

(e) The Teacher As A Role Model

A model can be defined as something or someone held up for the purpose of guidance and imitation. A model must be a significant person in the eyes of the children. A person like a teacher who occupies a prominent position in the eyes of pupils must be a good model. A teacher who wins the hearts of the pupils, is a model of dignity under all circumstances i.e. in his/her behaviour, actions, appearance, character etc. Even though pupils may recognise a teacher's exceptional competence in conveying subject matter, his/her credibility will suffer if the students do not trust him/her or do not believe that he/she is always being truthful. In short, pupils tend to discount messages from teachers they feel lack integrity. In order that teachers win the trust of pupils, they must be people of their words and actions. This means that if an educator wants to win the hearts of his/her educands, he/she must be a living example of norm-exemplification and norm-acceptation to the child (Kilian *et al* 1974:173).

From the above quotation we conclude that what counts then is not a single isolated aspect or the teachers image, but what is of importance is the total, overall picture which emerges from the fine detail of the teachers behaviour, actions, appearance and character which inspire mutual trust between teacher and pupils.

(f) Caring

A teacher who wins the trust of pupils is a teacher who cares for pupils. A teacher who cares for pupils is concerned about their well being, health, joy and sorrow. He/she shares joy, sorrow, enthusiasm etc with pupils. A caring teacher will take care of the uniqueness of all pupils from idiot to genius. Pupils are very quick to notice a teacher who cares for them and they trust him/her for that.

(g) Love

Love for pupils by their teachers is a very important facilitative dimension in the teaching-learning situation. In his introduction, Thatcher (1973) says that because a teacher cares about pupils he thinks lovingly of them. A teacher who loves pupils will take a genuine interest in their development, interests and future. The teacher who loves pupils is always prepared to accompany, help, support and be of service to pupils. Such a loving teacher shares in pupils joy, sorrow etc. Such a teacher does not go unnoticed by pupils. They will respond positively to him/her and the relationship of mutual trust will easily be established between teacher and pupils.

In conclusion it must be emphasized that all these characteristics of the teacher must be seen and experienced by the educand if mutual trust is to be realised. The teacher is one of the

people involved in the pedagogic situation. The other person in his/her dialogue situation who needs to be investigated is the child, in this case an adolescent in a senior secondary school.

2.4.2 The Child In The Pedagogic Situation

The concept "child or pupil" is used in this section to mean someone who attends a school at a senior secondary level. Senior secondary phase refers to the last three years of high school generally known as standards 8,9 and 10. In this study we will be dealing with the pupil or child who is an adolescent. An adolescent is a growing child who is neither a child nor an adult but is on the threshold of adulthood.

Since an adolescent is essentially a being related to other beings it stands to reason that one can only understand his/her experience by studying him/her in his/her relationship.

- with himself
- with others (peer group)
- with teachers
- with parents and
- with religion.

(a) Relationship With Himself/Herself

In order to grasp the adolescent's relationship with himself/herself the existence of a physical-psychological self is assumed. By this is meant a bodily self and psychological abilities that can be known Vrey (1990:25). The adolescent's self-concept comprises the totality of evaluation of all the components of his self-identity.

(i) **Physical self**

The physical self (body image) is more important during adolescence. Important bodily changes take place that profoundly affect his relations with objects and people. It is during this period (stage) that the adolescent is pre-occupied with his body. His new body may be experienced as either humiliating or admirable. Adolescents during this stage are so sensitive about their physical self in such a way that the slightest criticism or a derogatory remark by the educator on the adolescents clumsiness can affect him to such an extent that he becomes antagonistic and this alone can estrange the relationship with his educators. It is therefore essential for the educator to be aware of the physical changes in the adolescent. The adolescent himself must accept the physical changes that are taking place in him during this period. He must trust his physical self before he can trust other people. This is rightly maintained by Mwamwenda (1989:44) when he says that when one values oneself, one will find it easier to form successful relationships with others. This means that an adolescent who trusts his physical self will be able to repose the trust to his educators. This calls for the teacher of a senior secondary school to make sure that pupils accept their physical self.

(ii) **Psychic Life**

The adolescent is engaged in self-actualization. Self actualization is essential in the development of the adolescent because it implies his deliberate efforts to realise all his latent potential (Vrey 1990:78). This includes every area of manual skills, emotional experience and moral awareness. This presupposes a realistic self-concept, incorporation of objective knowledge and an evaluation of the self-identity. An adolescent needs to have satisfactory answers to the questions: "Who am I" (Dreyer 1980:183, Vrey 1990:83) According to Dreyer (1980:29) self-identity is the person's conceptions of himself, the ability and agreement between the person's self-conceptions and the

conceptions held of him by people he esteems. This means that children's self-concept develops out of their perceptions of the feelings about themselves conveyed by important people in their lives. This means that adolescents form attitudes towards themselves on the basis of what they are told about themselves. If they are told that they are trustworthy, for example, they act and behave in ways that are consistent with their feelings. Praise or encouragement of the adolescent's minor successes from the educator he values would boost the former self-image. A person with a positive self-image finds it easier to form successful relationships including that of trust with other people. It thus becomes the necessity of a senior secondary school teacher that in everyday verbal communication with adolescent, he should speak in a positive rather than negative way if he wants to boost the self-concept of pupils. A person with a positive self-concept trust himself and repose that trust to other people.

Relationship With Others

Urbani (182:11) states that human existence involves co-existence with others, which implies that man is consciously in dialogue with his fellow-man. According to Vrey (1990::82) man learns to know and evaluate himself in the midst of and/or together with others. The existence of other people has special meaning for adolescents when it comes to mutual trust. If an adolescent is loved, accepted and trusted by his peer group, he will learn to accept, love and trust other people including his educators. If the adolescent feels that he is not accepted by others he becomes moody and insecure. The person who is moody fails to form positive relationships with other people.

Relationship With Parents

It should be borne in mind that the adolescent's relationship with his parents is the continuation

of their early relations. The parents have authority and provide a secure basis from which the adolescent initiates other relations (Vrey 1990:173). The adolescent therefore still depends on his parents and is strongly influenced by them. The adolescent leaves the parents home and takes up a new personal vantage point outside the family from which he sees both the world and the home in a new light. He now compares his parents with other adults. He now compares his "uneducated" parents and the models set by teachers and other learned people in the new society. The problem of cultural disfunctioning arises where the norms that the adolescent learns at home and school are contradictory (Mohanoe 1983:329). What aggravates matters is the fact that even if an attempt is being made to apply Western norms the problem of insufficient parental education and consequent unfamiliarity with these norms and values arises. An adolescent of Maphumulo by virtue of his greater education is generally more acquainted with Western norms and as a result is better able to interpret and apply them as compared to his parents and this leads to an untenable contra-pedagogical situation (Mahanoe 1983:329-330). This implies that a Maphumulo adolescent finds himself led by an adult who is himself uncertain of the path leading to his cultural destination. Mahanoe (1983:329-330) further points out that because the adolescent is desperate to reach his destination of adulthood, he then enlists the support of his peers so that together they can try to chart for themselves a course that leads to adulthood. They try to interpret with the limited knowledge at their disposal, the norms that should help to guide them to attain adulthood that they aspire for. Because of limited experience they tend to look for short cuts which in most cases lead them to hardship.

From the above discussion, it becomes clear that Maphumulo parents suffer a generation gap by knowing less (Western norms) than their adolescents. What happens is that Maphumulo parents are considered ignorant and the adolescents find it difficult to trust a person whose knowledge

is limited. As a result parents react by either being permissive or authoritarian. Adolescents take advantage during permissive periods and sulk during authoritarian period (Van den Aardweg and Van den Aardweg 1988:97). In both cases of permissiveness and authoritarianism there is no mutual trust between the two groups because the adolescents feel insecure under both leadership styles. Where insecurity exists, there is no mutual trust between the participants.

Relationship with teachers

Traditionally in Black culture there was no formal schooling. A child had many adult models of behaviour around him. His relationship with these adult models was very positive.

During the colonial period when formal schooling was introduced, teachers found themselves to be very highly esteemed and respected by adolescents. According to Vilakazi (1962) in Dreyer (1980:73) "The teacher was the only key eye among the blind". Teachers were trusted.

Recently, many changes have taken place. Adolescents have been politicised, have participated in violence and their attitudes have changed towards their teachers. There are three types of teachers as far as most adolescents are concerned.

- i) Teachers who are trusted and accepted because they encourage the adolescents in their political endeavours. These teachers are also involved in the so-called radical political organizations. Most of the young teachers fall under this group. They are very lax to the pupils. They are very close to the pupils. When one looks deeply into this relationship one finds that it is based on friendship.
- ii) Those teachers who are perceived to be too conservative. These are teachers who are not members of any political organisation or are members of the political organisations

which are rejected by most adolescents. They are perceived to be authoritarian, traditionalist and unapproachable. They do not enjoy mutual trust with pupils.

- iii) Those teachers who are trusted by their educands. These teachers are dedicated to their work. Their teaching is educative. They exemplify norms and values to their educands and explain to them why they should live up to the requirements of propriety. Their teaching is interesting to pupils. These are teachers who enjoy mutual trust with their pupils.

Relationship With Religion

Religious life in Black society was characterized by a strong belief that the spirit of ancestors could intercede in the lives of the living. From his early childhood days the black child was brought up to believe that communication with the after world is not possible without intercession of an ancestral shade, the English word closest to the Zulu amadlozi. During colonisation Christianity was introduced. According to the Christian belief, man has been created in the image and likeness of God and is therefore more than mere blood and bones. He has been called by God and must account to God for his actions (Urbani 1987:13). Because of these changes in religious life, most of the adolescents in the black communities fall under one of these camps.

- i) Those who are Christians. These are members of the Student Christian Movement in schools.
- ii) Those who blend Christian dogma and traditional practices. This group has a majority of black parents and teachers who strike a side by side compromise between Christianity on one side and the veneration of the ancestral spirit on the other hand. In black schools

it is not uncommon to find a teacher wearing on his/her wrist a goat's isiphandla (an indication that he has slaughtered a goat to his ancestral spirit) conducting prayers on Christianity.

- iv) Those who reject religion. This is aptly substantiated by Mbanjwa(1990:125) when he says religious values are discarded once a black adolescent finds himself engaged in political activities. Dreyer (1984:61) founded in his research that 22,12% of the adolescents were of the opinion that the Bible had hardly anything to say to present-day youth and it could best be appreciated by the older generation. From the above revelation, it is therefore imperative that if the educator is to be trusted by educands, he/she should support the adolescent's religious development by providing the adolescent with authentic knowledge and practical demonstration of religious norms i.e. the adult should be a living example of what he wishes the adolescent to be. Another problem which compounds the adolescent's world of religion is that through his critical and analytical approach to reality and as a result of his contact with some of the natural sciences (especially since biology and physical sciences are presented at school) many adolescents find themselves confused and in a state of conflict about how they are to distinguish between the spheres of faith and science. The educator, if he/she is a true believer should take a firm stand because for a Christian the Bible is the revealed Word of God. It is not meant to be a scientific or a historical textbook. By example the educator should demonstrate that he lives life by faith and by the Grace of God. By doing this, he will strengthen the relationship of mutual trust with educands as he/she will be proving to them that he/she is a man of his actions and deeds.

In the preceding paragraphs an attempt was made to describe those people involved in the

pedagogic situation at the school level i.e the teacher and the adolescent. The good qualities of the teacher which arouse mutual trust with educands were highlighted. The adolescent and his relationships were also discussed. Following upon these discussions, the paragraphs that will follow will be devoted to the actual realisation of mutual trust by the educator and the educand in the pedagogic situation at the senior secondary school level.

2.5 The Actual Realisation Of Mutual Trust

Love, warmth, respect, care, and security shown by the teacher to pupils all invite pupils to move closer to the teacher. Langeveld (1962:53) terms love and warmth as a source of energy which a teacher must have in order to fulfil his task. When a teacher shows all of these which were mentioned above, intimacy is formed between the teacher and pupils. In this intimacy of affinity, pupils sense that their teacher is accessible if they need him. Also in this intimacy pupils sense that their needs and helplessness are high on the teacher's priority list. They experience to what extent they are being cared for and loved. It is in this intimacy where the pupils sense that they are treated as co-humans. They realise that they are not treated like objects but as fellow men. They realise that the teacher is not violating their dignity.

Realising this bond which has been formed between teacher and pupils, the teacher takes pupils by hand to accompany them on their path to adulthood. He does this endearingly and sympathetically. The teacher and pupils become fellow-travellers. In this fellow-travelling there is dialogue. Pupils ask questions if they are uncertain about something. The teacher answers the questions freely because the atmosphere is relaxed. In this fellow-travelling pupils dare to make mistakes. They dare to make mistakes because their security is guaranteed by the presence of the teacher.

In the prevalent fellow-travelling intimacy of trust, pupils realise that their teachers activities are executed in love. In this trust a very particular attraction or affinity between the teacher and pupils becomes apparent. Their togetherness in the education situation becomes a "tending space" in which pupils feel that they are accepted completely. Their abilities and their limitations are accepted completely by the teacher. The teacher clearly reveals his availability should pupils require his assistance. In this tending space the pupils reveal to the teacher their aspirations, fears, problems etc.

In this affinity, a teacher is now a partner with pupils. A partner and fellow-traveller. A teacher provides security from which pupils can bridge the gap between their world and the world of their teacher. As a guide and a fellow-explorer the teacher never loses touch with the world of pupils. In this way, pupils experience that the distance which initially existed between them and their teacher has changed to nearness. Pupils put their trust in their teacher and because of this faith pupils enter a reality which poses even threat to them. They do this because they know that the teacher will accompany them and not desert them. To show their trust in their teacher, pupils accept the authority of the teacher and accept the norms he inculcates to them. In this tending space, the teacher intervenes pedagogically. He praises those who are on the right track and disciplines those who at certain times do not follow the correct direction. Pupils accept this intervention freely because they trust the teacher. They accept his intervention because they know he trusts them that they will mend their ways.

In the preceding paragraphs an attempt was made to describe the actual realisation of the relationship of mutual trust between the educator and the educand. It was also discussed that love, care, warmth, security, etc are the ingredients which are used by the educator to invite the

educand to move nearer to him. It was also discussed that in this affinity the teacher does not hesitate to intervene pedagogically if the educand takes the wrong direction. This intervention by the educator is not resisted by the educand because he trusts his educator that he does this for his benefit.

In the following paragraphs the submoments of the relationship of trust will be discussed.

These are:

- * Mutual fidelity
- * Mutual acceptance and
- * *Mutual pledging/commitment.*

2.6 Submoments Of The Relationship Of Trust

These are the submoments of the relationship of trust.

- I) Mutual fidelity
- ii) Mutual acceptance
- iii) Mutual pledging/commitment

2.6.1 Mutual Fidelity

The Latin word "fides" means faith, fidelity refers to faithfulness, loyalty and trustfulness. Fidelity refers to faithfulness and loyalty to one another. In the pedagogic situation it is the teacher and the pupil who must be faithful and loyal to one another. The teacher relies on the child, and the child relies on the teacher that the teacher will lead him to adulthood. Teachers would ruin their relationship with pupils if they do not keep their promises as a sign of faithfulness. Pupils will not want to disappoint a teacher who is faithful, caring, loving and

respects their dignity. They will want to be faithful to him. Teachers and pupils should prove to be reliable to one another. They will expose themselves to one another and will be willing to entrust more intimate and personal issues to one another. Fidelity becomes visible if pupils entrust their "dearest" ideals and fears to their teachers. Teachers on the other hand show that they trust pupils by transferring increased responsibility to pupils. Teachers then leave important decisions to pupils as a sign of fidelity.

As mutual fidelity between the teacher and the pupils becomes a reality in daily actions and it grows and deepens, it paves the way for unconditional acceptance.

2.6.2 Acceptance

Van Vuuren (1976:79) states that the educator accepts in humility that it is his task to take the non-adult by the hand and guide him so that the child can accept his own becoming to adulthood as a task; whereas the educand accepts the guidance of the adult-educator because of his natural need for help and his own desire to become someone. Acceptance is motivated by fidelity. If the teacher and the pupil do not accept one another for what they are, their loyalty towards and their confidence and trust in one another will not grow as it should. Pupils must accept their teacher as a person who is able and willing to assist them. Likewise the teacher should accept pupils uniqueness and differences in order that the relationship of trust can flourish. If it is said that the teacher must accept pupils as they are, it does not imply that pupils naughtiness or poor behaviour is accepted. The teacher calls upon the child to change his childlike behaviour in accordance with adult behaviour. Mutual acceptance results in true dialogue between the teacher and the child. They speak freely of their needs, ideals and fears. The teacher now knows the child better and the child knows the teacher better. Mutual acceptance is furthermore the

forerunner of mutual entrustment or pledging.

2.6.3 Pledging Or Mutual Entrustment

The relationship of trust between the teacher and pupils which is a precondition for education can be explained in terms of mutual fidelity which results to mutual acceptance, which in turn culminates in mutual pledging. These aspects are intertwined in many ways. If the teacher and the pupil become willing to pledge themselves to one another they become more loyal to one another.

If pupils experience that they are trusted and accepted, they entrust unconditionally to the teacher. They pledge themselves, their future and their whole existence to the teacher they trust. Steyn *et al* (1984:185) concurs that they entrust themselves and reveal more of themselves, their personal and intimate successes, failures, aspirations and fears to the teacher they trust. Steyn further says if the educator also wants to consummate an attitude of trust, he has to entrust himself to the child. Educators entrust themselves to children by giving their lives as examples to the pupils, by giving their experience, their know-how and their support to children. By transforming increasing responsibility to the pupils, the teacher shows that he trusts the child sufficiently to leave important decisions to him.

The foregoing discussion of the submoments of the relationship of trust has revealed that in the pedagogic situation there should be a reciprocal effective involvement between teachers and pupils who are aiming to reach adulthood. In the researcher's view the submoments of the relationship of trust should serve as criteria (standards) for the teachers of a senior secondary school of Maphumulo district to evaluate and judge whether his realisation of the relationship

of trust will create the possibility for the child to venture and progress towards adulthood.

The researcher wants to emphasize clearly that the foregoing discussion of the submoments of the relationship of trust, cannot, in any sense, lay claim to being a complete elucidation of this topic and a lot of research, especially to clarify the situation in senior secondary schools in Maphumulo can still be conducted in this regard. Furthermore it must be stated that the educative relationship can exist only when the relationships of knowing, trust and authority are present. It is not only the relationship of trust that must be present in a pedagogic situation but that of knowledge and that of authority must also be present. These relationships are interrelated and mutually interdependent and are preconditions for each other. A further investigation of the interconnectedness of the three components of the relationship structure will be undertaken.

2.7 The Interconnectedness Of The Components Of The Educative (Pedagogic) Relationship Structure

The relationship of trust, authority and knowing/ understanding must never be regarded as separate components of the educative relationship. They are always interwoven. They are not structures on their own but form a structure only when they are grouped together. In other words, the three relationships, as pedagogic essences, are verbalized as categories and co-existentially allied into the relationship structure. Landman in Du Plooy (1982:32) explains what is implied by the co-existentiality of the three relationships by maintaining that they are real only in their relations to one another, however, not in the sense that the reality (actuality) of the one can be deducted from the other,, but in the sense that one essence helps the other to be realized. The being-there (dasein) of one makes possible the being-there of the other ones. They enable

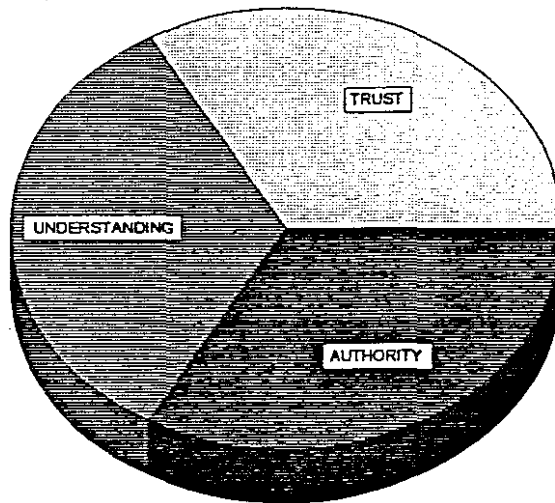
the other to be ("syn"). One is the condition for the realization of the other.

Viljoen and Pienaar (1971:68) affirm this view when they stress that the three components of the relationship structure are conditional on and for one another. Without mutual understanding, trust based on knowing and authority which is in accordance with the demands of propriety, the relationship structure cannot be realized. Thus only when mutual knowing and understanding have led to mutual trust, will meaningful authority become a possibility and will the child be "willing to bow to the authority of the adult whom he knows, trusts and respects (de George 1985:24). Flowing from this is the fact that in exercising authority the dignity of the child should be respected at all times to ensure that the child's involvement in the pedagogic situation brings to fruition his advancement in a permissive and approvable way. Reeler *et al* (1985:75) contends that adult and the child are able to co-exist in trust and on the basis of their unalienable human dignity. The trust must, once again be mutual. The child accepts the authority of the adult because he trusts him and knows him.

The relationship of trust which is a prerequisite for supporting the child in need of support cannot become a reality without the relationship of knowing. The implication here is that realising trust must occur with due consideration of the childlike nature of the child. The child must be understood against his special situation as background (du Plooy *et.al* 1982:101). This immediately implies that no child can explore his world and enter into cognitive relationship without first sensing that he is trusted by his teacher who has accepted to offer him support toward adulthood. Furthermore, no child will entrust himself to a figure of authority whom he does not trust.

According to Landman, Van der Merwe, Pitout, Smith and Windell (1990:113) the pedagogic

relation structure can be represented by the following diagram.



The foregoing discussion of the interconnectedness of the components of the educative relationships has revealed that the three (relationship of understanding/knowledge, of trust and authority) cannot be separated in the educative situation hence they form a structure.

In the following paragraphs some of the factors that militate against the realisation of the relationship of trust between the educator and the educand in senior secondary schools will be discussed.

2.8.0 Factors That Militate Against The Realisation Of The Relation Of Trust

2.8.1 Lack Of Teachers Appropriate Qualification

The knowledge of the teacher's subject and art of imparting this knowledge to pupils can only be acquired by the teacher through academic training and studying. It stands to reason therefore that teachers who possess appropriate academic qualifications eg. a teacher with a diploma in mathematics or a graduate with mathematics as a major subject has an appropriate qualification and can handle the subject content comfortably. This is supported by Urbani (1982:14-15) when he says that if a teacher proves to be an expert in his subject pupils will respect and trust him for that. Teachers with limited knowledge of the subjects teach, unconsciously become responsible for the frustration of pupils. Their incompetence to teach and to teach effectively frustrates them and renders them useless in the eyes of the pupils they are supposed to teach. Pupils will never trust a teacher who hesitates when imparting the subject matter. They will lose confidence in that teacher.

2.8.2 Teachers Who Are Not Role Models

A model can be defined as something or someone held up for purposes of guidance and invitation. Teachers should be role models but this is not always the case. Mohanoe (1983:317) in his findings came to the conclusion that some teachers in black high schools make a habit of going to school unsober. He further asserts that in a drunken condition they commit irresponsible acts which dent the disciplinary machinery of the school. Even if a teacher is an expert in his subject if he comes to school in tipsy conditions pupils will lose trust in that teacher. Pupils can easily lose trust of the teacher if he comes to school shabbily dressed. This is supported by Dreyer (1980:73) when he says that pupils would be upset if a teacher behaves badly and dresses shabbily at school. This does not mean that a teacher must be a swank.

Neatness is more important than expensive clothing. The teacher is expected to be a living example and interpreter of what a true adult ought to be. If he is to be trusted by his pupils, he must have credibility i.e be a man of his words and actions.

2.8.3 Over-fraternization

The pedagogic relationship is always a I-thou relationship (Ozmon and Craver 1990:236). If it changes and becomes I-you relationship it is no longer the relationship which is pedagogically acceptable. That the dignity of the pupils should always be respected by the teacher is known. That the teacher should treat the pupils with compassionate understanding is understandable. But at no stage should the teacher allow himself to descend to the level of cheap popularity. Rather, the teacher should show empathy towards his pupils, while maintaining a healthy social distance between himself and pupils. In many cases young male teachers are over-fraternized with the pupils. The intimacy which is pedagogically allowed is changed into friendship. Their style of dress matches that of young boys, their way of talk matches that of young boys. Mohanoe (1983:32) avers this by saying that a number of adolescent and adult interviewers he approached cited some cases of teachers who became intimate with their pupils to the point of drinking and smoking with them. In some cases these young teachers do not want to be called teachers. They prefer that they be called by their names. In some cases it is the pupils who call the teachers by their names. These teachers accept it. This unbridled over-familiarity is improper. It even runs contrary to the tenets of the African culture which stresses the observance of age differences in interpersonal relationships. Worse still, it stunts the overall personality growth of the adolescent and gives an adolescent a distorted impression of adulthood. Those teachers who do not over fraternize are looked by the pupils as unreasonably tyrants. Fortunately, for these poor teachers, pupils in senior secondary schools can correctly assess

human relationships. They can distinguish well between honesty or candidness and falseness or dishonest pretence. They will distrust the teacher who over-fraternises.

2.8.4 Love Affairs

Love between teachers and pupils is pedagogically accepted. This is supported by Gunter (1986:38) when he says that love, respect and trust shown to the educand by his educators gives him a feeling of support and security so that his self-confidence develops. He further says love, respect and trust of the right sort are keys that unlocks the child's heart to the educator with which the teacher arouses the child reciprocal love, respect and trust. This love is agape. This is love that is pedagogically acceptable. The love that hampers the relationship of mutual trust between the teachers and the pupils is the one that is known as Eros. This love is connected with sexual desire and self assertion. This love should never characterise the teacher-pupil relationship. Unfortunately, Ngcobo (1986) in his research has found out that exotic love exists between male teachers and school girls. Gilbert (1982) also found out that such instances of exotic love between school girls and teachers do happen. Gilbert further conclude that if such instances happen, school boys do not oppose such relationships. The researcher vehemently opposes this. In many instances where the current researcher has observed this happening, boys oppose such unprofessional behaviour by the teachers. Yet no research has been done on this but one can speculate that this is one of the recipes of strikes in schools.

Love affairs between teachers and school girls does not only estrange relationship between boys and teachers involved but also estranges relationship among teachers (those involved and those not).

Pupils cannot trust a teacher whom they know that he is running affairs with school girls no matter how perfect he is in his subjects.

2.8.5 Corporal Punishment

In rural areas of which Maphumulo is no exception, parents believe that pupils should be punished corporally. This is averred by Dreyer (1980:74) when he says that many cases are known where Zulu parents have gone to the school to encourage the teacher to inflict corporal punishment on their children if they misbehave. He further said that a senior inspector told him that at a symposium on Black education Zulu parents protested vehemently when one speaker condemned the use of corporal punishment in schools for blacks. The attitude of black parents towards punishment is further supported by Van der Vliet (1974) as cited in Cemané when he says that many black parents are likely to favour corporal punishment.

From the current researcher's teaching experience, parents in rural areas know no other method of disciplining their children except corporal punishment. They take the school as a place where corporal punishment must intensively be used on those children who misbehave. They even bring children who have misbehaved at homes to be corporally punished by teachers. What is ridiculous is that they unconsciously admit that they have abdicated their responsibility of upbringing their children. A school that seldomly uses corporal punishment is not regarded as a school by parents in rural areas. The education departmental regulations state it clearly that corporal punishment must not be used but parents expect teachers to use it. Faced with this dilemma teachers use corporal punishment.

Dunrojaine (1975:301) as cited by Cemané (1983) points out that in his investigation 92% of

teachers defended their constant corporal punishment on the ground that parents demanded that they should use it. Many researchers like Ngcobo (1986) Mohanoe (1983) Hlatshwayo (1990) have come to the conclusion that there is a wide use of corporal punishment in black schools. Spaulding (1992:67) as cited by Cemané (1983) warns teachers that when they want to build successful relationships with their students, that leads to increased levels of academic motivation, they must not rely too heavily on punishment. In senior secondary schools pupils consider themselves old enough to understand sober reasoning and may interpret corporal punishment as an affront and an assault on the individual. It can thus be concluded that if corporal punishment is used on the educands it will estrange their relationship of trust more especially as the adolescents are aware that the government is against its use.

2.8.6 Teacher's Leadership Style

2.8.6.1 Permissiveness Attitude Of The Teacher

This attitude allows a great deal of freedom by the teacher. Teachers are hesitant to discipline their pupils because they believe it can damage a child's personality. Pupils of such teachers experience feeling of insecurity. Rather than lack of love, it is proper guidance that lacks. Pupils are left directionless and therefore on their own. Pupils will never trust a teacher who does not give them direction.

2.8.6.2 The Authoritarian Attitude Of The Teacher

The authoritarian teacher is so strict and rigid in his views with the result that he intends to regulate and dominates his children's behaviour, dispositions and judgements. The child is never allowed to give his own view. Instead of the teacher being a source of security to his pupils, he becomes a threat to them. This is because any grumbling about the teacher's actions or orders

is met with force. Teacher's strictness is regarded by the pupil as rejection. Pupils will never trust a teacher who rejects them.

A person who dominates others cannot be trusted. He dominates them because he feels unsafe in their presence. He dominates them because he does not trust himself that he can discipline them without using force. Teacher's strictness is regarded by pupils as rejection.

2.8.7 The Teacher: Pupil Ratio

The question of teacher-pupil ratio in many rural schools in particular and those in locations that are predominantly African, has been repeatedly harped by a number of African academics, but not much heed has been taken of this factor. The size of the class is the factor that differentiate adequate or inadequate realization of the relationship of trust in the classroom. The teacher: pupil ratio of 20-25, that is 20-25 pupils in one classroom and taught by one teacher can be a precondition for the realisation of the relationship of trust. This is possible because the teacher is afforded opportunities to consider the fundamental essences of trust i.e

- regard to childlike dignity

In this small class, the child feels that he is recognized and feels that he is accepted. In a class of about 80 pupils in one class which is the case in rural areas there is no interaction between the teacher and the pupils. In such a class the pupil feels that he/she is not admired as a person and he loses trust in the teacher with whom there is no contact.

2.8.8 Sarcasm Or Irony

Landman (1982:12) says that irony or sarcasm in the senior classes is experienced as a serious

insult. Many teachers use sarcasm as a way to deal with students who tend to misbehave. Others simply enjoy teasing students, often in an affectionate way. Whether sarcasm or irony is meant to hurt and control students or whether it is simply a way of showing affection, students often feel threatened when they are the target of sarcasm or irony. Pupils take sarcasm or irony as an attempt on the part of the adult to embarrass them. It is justifiable for the pupil to experience such, because irony or sarcasm indicates rejection, in other words the breaking of communication between the teacher and the pupils. It must be concluded that sarcasm or irony must be avoided at all cost as this may hamper the relationship of trust between the teacher and the pupils in secondary schools.

2.8.9 Party Politics

Teachers must guard against the discussion of party politics when they are with pupils, it may happen that during discussions on healthy human relations he may make statements that are in direct opposition to the policy of a particular political party. Many adolescents today have either identified themselves with political parties or they are card carrying members of certain political parties. If the teacher talks ill of the policy of the pupil's political party, this will estrange their relationship of trust.

2.9. The Significance Of Mutual Trust Between The Educator And The Educand In the Pedagogic Situation

2.9.1 Transmission Of Norms

Education is essentially a normative activity through which the transference of norms takes place, from the mature adult who is the custodian of these norms of his society with which he is familiar and most important, to the non-yet adult adolescent on his way towards adulthood.

In the senior secondary set-up the adult teacher, through purposeful teaching, exposes these norms to the not yet adult adolescent pupils. He transmits to the pupil the cultural heritage bequeathed to them by their forefathers. The pupils in senior secondary schools who trust and feels secure with their teachers will take these norms unconditionally. These norms will become pupils' norms. They will be able to formulate the same world view (philosophy of life) with that of the teacher they trust. Ultimately they will have the same philosophy of life with the community which the teacher represents.

2.9.2 Realisation of Academic Progress By The Pupil

Mutual trust between the teacher and the pupil will result in positive-pupil subject matter relationship. It is very common that if the pupils trust the teacher, they love the subject the teacher teaches. This is so because the teacher is approachable and accessible where and whenever he is needed by the pupil. Ultimately the pupils pass his subject with ease. In mutual trust there is no rote learning on the part of the learner which is motivated by fear of the teacher.

2.9.3 Realisation Of Both The Teacher And The Pupil As Dignified Persons.

All human beings are created with the same instinct, worth and dignity, they share a common humanity. Whether a person is a teacher or a child, he has the same dignity. This dignity of the teacher and that of the child must be respected at all times if effective learning and teaching can take place. In mutual trust the teacher respects the dignity of the child and vice versa.

2.9.4 No Obscure Futurity In Mutual Trust

Education always aims at the future i.e adulthood. The world of adulthood includes the world of work or job. It is the duty of the teacher to discuss with his pupils their future. The teacher

must be accessible to each child so that the teacher can discuss with the child about his/her future. In mutual trust the child is open and also the teacher. In this atmosphere, the child pledges his fears, uncertainty and even his future to the teacher whom he trusts. Together with the teacher, the child discusses his future until the future is clear to him. Then the choice is left with the educand to decide for himself.

2.9.5 Democracy Prevails In Mutual Trust

The autocratic teacher basically tells children what to do, with most children being compliant, (not necessary happy, but compliant) children have no say whatsoever in their education. In pedagogic situation the child must be given an opportunity to learn for himself through personal participation. In mutual trust there is communication of ideas between the teacher and pupils and among pupils themselves. Each contribution is taken as worthwhile. There is open self-expression. Each participant knows and respects the other person's point of view. In this way the relationship of trust is realised.

2.9.6 In Mutual Trust, The Pupils Image/Self Concept Is Boosted And The Teacher Is Content With His Professional Work.

English and English (1970:4793) define self-concept as "the individuals' view of themselves, the fullest description of themselves of which they are capable at any given time" This means that a person acts and behaves in a way that is consistent with his feelings. If children feel that they are competent as the case in mutual trust, they act and behave in ways that are consistent with their feelings. This, self-concept is significant to children because it determines the way they behave towards themselves and to other people and maintain consistency between their self-concept and their actions. In mutual trust, the child is always praised for what he has achieved

no matter how small it may be. This enables the child to value himself as a worthy or valuable person. This positive-concept enables the child to venture forth and form relationships with other people easily. If the educand ventures successfully, his educator experiences professional satisfaction with the work that he has chosen.

2.9.7 Mutual Trust Leads to Mutual Understanding between the Educator and the Educand.

In mutual trust the educator gets to understand and know the educand better than before. At the same time the educand gets to understand and know the educator better than before. Without mutual understanding and knowledge there is no mutual trust. Where there is mutual trust and understanding there is effective educative teaching.

2.9.8 Pupils are given More Opportunities to Work Independantly in Mutual Trust.

In mutual trust educators entrust their educands with tasks within their capabilities. These tasks are done by educands independantly. Educators give their educands opportunities to work independantly because they know that their charges are responsible beings and trustworthy.

2.10 Conclusion

In this chapter the researcher has attempted to give fundamental pedagogic perspective on some aspects of the relationship of trust in the pedagogic situation. The following aspects received attention:

- * The family as the foundation for the establishment of the relationship of trust.
- * The pedagogic relationship and its essentials.
- * The categories of security and acceptance were elucidated. An attempt was made to reveal security and acceptance as pre-requisites for the realization of mutual trust at a school level. It was also emphasized that the pedagogic relationship cannot be established without reciprocal acceptance and trust between the educator and educand.
- * An attempt was made at discussing the people involved in the pedagogic situation, namely the teacher and the pupil. The qualities of the teacher that the realization of mutual trust in senior secondary schools were highlighted. Various facets of the adolescent were looked at.
- * Factors that militate against the realisation of mutual trust between the educator and educand in senior secondary schools also discussed.
- * Lastly, the significance of mutual trust between the educator and educand at a school level in a senior secondary school were also discussed.

Chapter three discusses the general pre- conditions for the realisation of mutual trust between the educator and the educand in the classroom situation.

2.11 REFERENCES

1. Barnard, F (1986): A view of Humor and Education In Fundamental Pedagogics in Educare volume 15.1. Pretoria. University of South Africa.
2. Cernane, K.B.(1984): The Problem of The Pedagogic Relationship Between The Educator and The Educand in Black Urban Areas. Kwa-Dlangezwa, University of Zululand.
3. De George, R.T(1972): The Nature and Limits of Authority. Karsa. University Press.
4. Dinkmeyer, D (1967): Child Development Research and the Elementary School Teacher. Elementary School Journal Volume 67 pp 310-316.
5. Dreyer, H.J. (1980): Adolescence In A Changing Society. Pretoria. Arcadia.
6. Du Plooy, J.L,Griessel, G.A, J And Oberholzer, M.O(1982): Fundamental Pedagogics for Advanced Students. HAUM. PRETORIA.
7. Evans, K.M. (1971): Planning Small Scale Research Slough N.F.E.R
8. Flexner, B. (1979): Readers' Digest Word Finder. London

The Readers' Digest Association

9. Gilbert, A.J. (1982): A Socio-psychological Study Of The Unrest in African Schools. Kwa-Dlangezwa. University Of Zululand.
10. Griessel, G.A.T. (1982): Philosophy of Education. Pretoria Via Africa
11. Gunter, C.F.G. (1982): Aspects of Educational Theory. University Publishers and Booksellers. STELLENBOSCH
12. Hamman, R.L. (1981): Philosophy and Education. Alternatives in Theories and Practices. Illinois Interstate printers and publishers.
13. Hlatshwayo, B.C. (1992): Corporal Punishment in the Department of Education and Culture in Kwa-Zulu. Schools Kwa Dlangezwa. University of Zululand
14. Jones, H.E. and de Beer, C (1988): Adolescence in Our Society. New Yourk. Engelwood and Cliff.
15. Landman, W.A. (1977): Fundamentele Pedagogiek en Onderwyspraktyk. Durban . Butterworths.
16. Landman, W.A, Kilian, C.J.C, Swanepoel, E.M. and Bodenstein, H.C.A. (1982): An Introductory Reader In Fundamental Pedagogics for the Student and the

Teacher. Cape Town. Juta and Co.

17. Langeveld, M.J. (1965): Beknopte Theoretische Pedagogiek. Groningen. Woltershoordhoff.
18. Le Roux, J (1982): Themes in Sociopedagogics. Pretoria. Van Schaik.
19. Luthuli, P.C. (1981): The Philosophical Foundation of Black Education in South Africa. Durban, Pretoria. Butterworths.
20. Luthuli, P.C. (1982): An Introduction to Black-oriented Education in South Africa. Durban, Pretoria. Butterworths.
21. Mashau, A (1983): Relationship between Teacher Involvement and Study Success in Tsonga Secondary Schools. Unpublished MED dissertation Pretoria. University of South Africa.
22. Mbanjwa, M (1990): Certain Available Services for Street Children. Conference on a educational perspective on streetchildren at the University of Zululand (Umlazi Campus) 1990/09/07.
23. McKendrick, B. And Hoffman, W. (1990): People and Violence in South Africa. Oxford. Oxford University Press.

24. Mlondo, N.M. (1987): The Educational Role of a Black Working Mother. Kwa-Dlangezwa. Univeristy of Zululand.
25. Mohanoe, P.E. (1983): A Socio-pedagogical Perspective on the Education of the Black Adolescent. Pietersburg, University of the Norths.
26. Msimang, C.T. (1975): Kusadliwe Ngoludala. Durban. Via Africa Publishers.
27. Mwamwenda, T.S. (1989): Educational Psychology. An African Perspective. Durban. Butterworths.
28. Ndlovu, T. P. (1990): The Childs Ability to Form a Proper Balance Between a Pedagogic Freedom and Pedagogic Authority Constitutes Authentic Pedagogic for the Pre-Primary School Educator Unpublished M.Ed dissertation. Kwa-Dlangezwa. University of Zululand.
29. Ngcobo, W.B. (1986): A Pedagogic - didactic Evaluation of Discipline in Black Secondary Schools With Special Reference to Kwa-Zulu Unpublished M.Ed dissertation. Kwa-Dlangezwa. University of Zululand.
30. Ozman, H.A and Craver, S.M. (1989): Philosophical Foundatins of Education.

Columbus Ohio. Merrill Publishing Company.

31. Pretorius, J.W.M (1979): Opvoeding, Samelewing. Pretoria. J.L. van Schaik.
32. Reeler, G, Munnik, M and le Roux , K. (1985):
Education Study guide I for Edu 100-K
Pretoria. University of South Africa.
33. Reid, J.V.O. (1980): The Role of Educators in the Attainment of a Just and Fair Dispensation.
Conference on Education at East London
on 1986/07/08.
34. Remplein, J.V. (1980):
35. Robinson, A (1980): Principles and Practice of Teaching.
London. George Allen and Urwin.
36. Smith, A.J. (1981): Fundamental Pedagogics (notes for BED)
Only study guide for OFP 401-M.
Pretoria. University of South Africa.
37. Steyn, P.D.G, Behr, A.L. Bisschoff, T.C. and Vos, A. J. (1985):
Education 3. Cape Town. Maskew Miller
Longman.
38. Strasser, S. (1969): The Idea of a Dialogical Phenomenology.
Duequesne University Press. Pittsburg.
39. Thatcher, V.S. (1971): The New Webster Encyclopedic

Dictionary of the English Language.

Chicago. Consolidated Book Publishers.

40. Urbani, G. (1982): The Problem Surrounding Children with genetic impairments. Pretoria H S R C.
41. Van der Vliet, E (1981): Moral Education, a Study in th Theory and Application of the Sociology of Education. New York Free Press
42. Van Vuuren, J.C.G.J (1988): Orientation in Pedagogics. Pretoria. University of South Africa.
43. Vilakazi, A (1962): Zulu Transformation. A study of the dynamics of Social change. Pietermaritzburg. University of Natal.
44. Viljoen, T.A. and Pienaar, J.J. (1971): Fundamental Pedagogics. Durban Butterworths.
45. Worrel, J and Nelson S.M (1974): Managing Instructional Problems. A case study workshop. New York. Mc Graw - Hill.

CHAPTER THREE

3.0 General Preconditions For The Realisation Of The Relationships Of Trust In The Classroom.

3.1 Introduction

In chapter two the main emphasis was on the actual realisation of mutual trust between the educator and the educand. After an attempt to clarify the concept trust which is pertinent to this research, it became obvious that to be able to appreciate the problems which have arisen due to the inadequate realisation of the relationship of trust between the educator and the educand, issues related to the family had to be discussed. It is in the family where the child forms basic relationships with himself, family members, objects, others etc. The way the child forms the relationship with the members of the family influences his relations with other people including his teachers. A ground of trust, with special reference to the family as the nucleus of all relationships, was covered.

Stanford and Roark (1974 : 33) say that :

A secure person is confident of his identity, his worth, his acceptance and desirability in personal relationships. In short, he knows himself, accepts himself and feels sure of his place in the world. Security reduces defensiveness, because no situation is perceived as constituting a personal threat. Adversity becomes merely a challenge, a problem to be solved or another

mountain to climb, rather than a threat to personal esteem or position.

Therefore, a child will venture forth only if he/she feels secured and accepted. It is the responsibility of the school to provide a child with security and acceptance. Acceptance and security as pre-conditions for the realisation of mutual trust were highlighted in chapter two. Factors that impede the realisation of the relationship of mutual trust as well as the significance of the relationship of trust in a pedagogic situation were also treated in chapter two.

Chapter three looks into the general pre-conditions for the realisation of the relationship of trust in the classroom. For the teacher (pedagogue) to manage to lead, guide and accompany the child towards the attainment of adulthood, it is very important for him/her to know, describe, name and explain those general pre-conditions which relate to or govern the realisation of the relationship of trust in the classroom. Before investigating these general conditions of trust in the classroom, comments on the classroom will be made.

Hank, William, Macleod and Lawrence (1989 : 294) see the classroom as a room in which classes are conducted especially in a school or college. The definition of the classroom is further given by Fowler and Fowler (1990 : 208) when they refer to it as a room in which a class of students are taught especially in a school. From the above citations one can conclude that classroom activities are supposed to be educative in nature. For this reason the classroom atmosphere should be conducive to teaching and learning. A classroom must be a place which provides opportunities for the teacher to experience professional fulfilment and job satisfaction, and opportunities for the children to experience the right conditions in

which to pursue their work and obtain help with academic or personal difficulties that arise. Where the classroom climate is sincere, warm and friendly, everyone will be relaxed and experience a pleasant time together. This will then give each person the space necessary to be his true self, and people will be prepared to open up and become involved. However, if the atmosphere is rigid, cold and clinical, the participants will be tense, stern, reserved and not prepared to open up to one another.

A sound, positive relationship of mutual trust between the educator and the educand is necessary for a positive classroom climate. In this case the teacher, as the leader bears the responsibility for the type of climate in his classroom. He must work hard to make the atmosphere in his classroom relaxed. He can do this by winning and retaining every child's confidence. Once again, it should be emphasized that there is no prescribed formula for this. A class teacher can use some of the following combinations of social skills and methods to win the confidence of his pupils in class.

3.2 General Pre-Conditions For The Realisation Of The Relationship Of Trust In The Classroom

3.2.1 Address A Child By His Name

The relationship of trust exist if a teacher knows the names of all his pupils in his class. Instead of saying "that tall girl at the back", a teacher must use the childs' name. A person's name is the sweetest and most beautiful sound in the world, and immediately makes the listener have a positive attitude towards the speaker. By using a childs' name, the teacher demonstrates that he values the child as a person and has interest in him. By this he

wins the heart of the child.

3.2.2 Show Honest And Sincere Appreciation And recognition

Each person has an intense need to hear whether his behaviour and performance are good enough. A teacher who understands the art of showing appreciation for good work, and who motivates his pupils by praising them and showing his approval when appropriate, is creating sound relationships. This point is supported by Kay (1971 : 25) when he says that :

A child notices that the teacher notices not only misdemeanours but good work, and he (teacher) is as quick to praise as to admonish, then the children will begin to like the teacher as well as respect him and a good pupil - teacher relationship is beginning to develop.

From the above quotation one concludes that any effort done by the child should be praised by the teacher. If this is done, the child thinks of his contribution as worthwhile.

3.2.3 Be Genuinely Interested In The Child.

In general, people tend to like other people who show interest in them. A teacher who asks his pupils about their weekend, their vacation or their plans for the future usually wins their hearts. Teachers who pay attention to little details by telling students that their new haircut looks good, their new shoes look beautiful, or their eyes are sparkling also let student know that they are recognised by teachers. Students need to believe that they are important to the teacher, not because they do well in school or in class or because they cause problems but because they are interesting and worthwhile people, irrespective of their academic ability and their disciplinary records or problems.

3.2.4 Make It Look Easy To Correct Mistake

By helping and guiding the child in correcting his mistakes, the teacher forges a strong link between the pupil and himself, and the child will look up to him, accept him as an ally, and a helper, and thus experience a positive relationship.

3.2.5 Let The Child Feel Important

Children like teachers who make them feel proud and important. This must however, be sincere and well - earned. A teacher who tells anybody that he played football well on Saturday will win his heart.

3.2.6 Show Respect For The Childs' Opinions

A teacher must not belittle the child or consider his views to be unimportant or ridiculous. A teacher must try to find something in them with which he can agree, and the teacher must attempt to let the child see the weakness of his argument in a diplomatic manner.

3.2.7 Be Sympathetic

A teacher who can identify with the child's problems, have sympathy for him, and prove that he understands, will retain the child's goodwill.

3.2.8 Involving Students In Classroom Matters

The present day senior secondary pupil participates in a number of out - of - school movements, like scouting, YMCA religious movement, social organisations etc. where he is involved in decision-making. In such movements he has to take a stand for his opinions and ideas and must subject himself to a particular set of rules and regulations out of his own volition. Otherwise he may opt to move out. This experience leaves an indelible mark in

his mind that he is a person to be reckoned with in his own right. An autocratic teacher may not give him that chance. In such a situation a child finds himself with incomplete answers and unsettling anxiety - producing situations which he finds difficult in understanding, he may not get satisfactory answers.

Cemane (1983) cites Buxton and Pritchard (1973) in their studies involving urban and rural high schools. This study revealed that students expressed a strong interest in helping with classroom planning, school policy-making and discipline. Eighty-one percent of the pupils claimed that their most violated right was teacher respect for their opinions. Pupils felt that they should have a voice in the resolution of problems in which they were personally involved. Collaborative orientation recognises that educators and pupils should influence each other. Collaborative orientation encourages joint decision - making among educators and educands. Classroom observation research suggests that teachers who have collaborative orientation and use indirect influence are more effective in creating the atmosphere of mutual trust between the teachers and pupils in the classroom than those with a control orientation.

Research by Tjosvold (1978 a and b) in Cemane (1983) shows that pupils' involvement in classroom decisions has significant benefits. Adolescents feel recognised as capable of contributing to classroom management and gain satisfaction through influencing decisions. These experiences may result in positive attitudes towards the teachers and the school. Adolescents participation evokes the desire for self-aspiration and self-determination which are adult attributes. Decisions are taken mutually by the teacher and the pupils. This promotes mutual trust in the classroom. However, to advocate pupils' participation in the classroom policy and management is not to delegate unilateral power to students or to relinquish professional staff authority nor does student participation call for all students to

have formal input in all classroom decisions. If pupils are to perceive integration between their interest and their life in classroom, they trust their teachers. Eisenberg (1979) points out that research results indicate that mutual participation compared with unilateral decision promotes inter-personal relationship characterized by mutual trust between teachers and pupils in the classroom.

3.2.9 Avoiding Differential Treatment Of Pupils Based On Unjustified Prejudices

Teachers, like all human beings, bring unfounded prejudices to their classrooms. Some teachers are sexists, operating with the beliefs about the inherent differences in the ways males and females think and act. Some teachers may bring prejudices that boys do better in certain subjects than girls or vice versa. Other prejudices that teachers may carry with them have more to do with the socio-economic status of their students. A good example for this may be of a teacher who comes from an urban area. Experience has taught that these teachers bring prejudices that pupils in rural areas are less intelligent than those in urban areas. This really affects the relationship of trust between the teacher and his pupils.

Whatever the prejudices are, teachers must work hard to counteract them if the relationship of trust is to be realised in the classroom. The first step in this challenging task of counteracting one's prejudices is to be honest with oneself about what one's prejudices are. If teachers believe that girls are not as talented as boys in mathematics, they must begin by confronting these prejudices openly and honestly. For if they deny the existence of these attitudes, they will be unable to act in such a way as to protect their students from the negative consequences of those prejudices. Once teachers have identified and accepted their prejudices, they must work to ensure that they do not treat their students differently on the

basis of those prejudices, whether they be related to ethnicity, gender, socio-economic etc.

This point is not meant to suggest that all students should be treated the same at all times. Some students will always need more attention from their teachers than others. Some will be able to take greater control of their own learning than others and some will benefit from more challenging tasks than others. Clearly, teachers must adapt their instructional and management styles and practices to fit the differential needs of their students. The point is, however, that differential treatment of students should not be made contingent on irrelevant details such as ethnicity, gender, and style of dress.

All students should have opportunities to have pleasant, non academic interactions with the teachers, however, most teachers tend to have these interactions with a few students; usually those who are most like themselves. For example, a male teacher interested in football might spend a disproportionate amount of time interacting with male students who like football, or a teacher with strong academic interests might spend more time with students who exhibit a similar interest. If teachers extend themselves to all students mutual trust with their pupils will be realised.

3.2.10 Being Calm, Consistent, And Forgiving

Teachers who maintain a calm and consistent temperament when around their students will do much to enhance their relationship of trust with their students. Students need to be able to rely on their teachers. They should know that teachers are predictable. A teacher who is highly volitive, friendly, and helpful on one day but distant and curt on another leaves students feeling unsure about whether to approach the teacher for help or not. Students

should not have to wonder about how their bids for assistance and attention will be responded to on a day-by-day basis.

A good example to illustrate this will be that of a student who caused a problem on Monday should be able to come to class on Tuesday with a fresh start, with a teacher who will approach him in a respectful and friendly manner, willing to set aside the difficulties of the previous day and get on with the learning of today. In other words, teachers must learn to give up their grudges and forgive students for their transgression in much the same way they would like to be forgiven when they have caused some problem. This attitude enhances the relationship of trust between teachers and their pupils.

3.2.11 Teacher's Knowledge Of Pedagogics

Apart from the fact that a teacher "as a leader of children must possess knowledge of his subject, art of teaching his pupils, knowledge of the child, self knowledge, through knowledge and understanding of the teaching and educational goals etc, a teacher must have knowledge of pedagogics or science of education which forms the rudiments of teaching, fundamental structures/essences of teaching/educating. Without knowing these essences, knowledge and consideration thereof teaching/educating becomes a non-essential and a futile practice. The importance of essences in any phenomenon can be illustrated as follows :

When a teacher who knows biology very well teaches pupils who do not accept him as an adult, because he does not know and understand their problems and does not trust them as co-partners, his teaching cannot be educative. He needs to realise the essences. Trust, knowing, authority, love and acceptance so that his teaching can be "educative". If fundamental pedagogic essences are absent because of the teacher's inability to enhance the

realisation of them, then the teaching - learning situation in the classroom will be realised with extreme difficulty. A teacher who knows pedagogics, will know that whenever he teaches, he must take into consideration, for example, the essences of the relationship of trust like

- regard to childlike dignity
- regard to being different
- willing to constitute a relational and intention to care.

3.2.12 The Use Of Teaching Aids In The Classroom

Using of the teaching aids by the teacher enhances the realisation of trust in a classroom. Teaching aids are interpretative because they help in interpreting reality. If teaching aids are used by the teacher, pupils will experience the concrete reality of what they learn. That subject matter will be kept for a longer period in pupils memories because it was learned by way of actual concrete representations which are the result of object teaching. Audio-visual material help to arrange or organise learning in a concrete setting. Thembela and Walters (1984 : 15) say that the effective use of teaching aids will do much to enliven the classroom situation. Where teaching aids are used, pupils do not memorise their work. They learn easily and trust the epistemic authority of the teacher. In many cases conflict between educators and educand are the result of the way the subject is presented to the pupils. In many cases it is presented in an abstract fashion. Under such circumstances pupils memorise their work. Teaching aids make learning easy and pupils love and trust teachers who present their lessons in the easy way. Thembela et al (1984) conclude that effective use of teaching aids brings a personal reward when pupils achieve a higher rate of success. When pupils achieve a higher rate of success, they trust the epistemic authority of those teachers who have

taught them.

3.2.13 Matching The Classroom Curriculum With True-To-Life Experiences Of The Pupils

Formal and semi-formal definitions of the “curriculum” are as numerous as are books and articles of education. According to Rilinga (1983 : 15) a curriculum is a complex of more or less planned and controlled conditions under which pupils and students potentialities are actualised. He further says that it embraces academic activities, the organised courses, as well as the extra-mural activities of the school, which includes school clubs, interscholastic athletics, soccer, netball, tennis etc. Marks (1978 : 77) sees curriculum as the sum total of the means of which a student is guided in attaining the intellectual and moral discipline requisite to the role of an intelligent citizen in a free society. The curriculum must be relevant to the life of the pupil in order that there be a good relationship between the pupils and those who implement it (teachers).

The curriculum should be designed in accordance with pupil's wants and needs. This suggests that the curriculum should be dynamic and not static. To live in today's world, the child must be able to cope with today's technology. This ever changing picture, requires an ongoing change in schools if schools are to help pupils to live in today's and tomorrows environment. If this is not the case, pupils become restless and chaotic since they are aware that their education is no longer meaningful but outdated. This situation could obviously be a hindrance to the relationship of trust between the educator and the educand. By adapting a curriculum to specific needs of pupils and to practice the fundamental relationship of trust in the classroom, educative teaching can be actualized. In so doing, the curriculum will have

been designed in consideration of the fundamental pedagogic essences of trust, i.e.

- regard to childlike dignity
- regard to being different
- willing to constitute a relation and intention to care.

3.2.14 Admission Of Mistakes

The child should never get the idea that the teacher regards himself as perfect and without fault. A teacher must admit his mistakes if he has made one. Pupils will trust a teacher who does that.

3.2.15 Consistent Structure

Knowing what is going to happen gives children a sense of security and control over their lives. Consequently one way to build trust is by maintaining a consistent structure in the teacher's daily program. For example, a teacher's program might always begin with group time, snack time and a period of doing homework or quiet time before going home. If changes in the structure or schedule occur, if possible a teacher should warn the children first so that they can prepare themselves for the change.

3.2.16 Communication And Trust

Trust is also created when a teacher is genuine or authentic in all his communication. In this way pupils will believe what a teacher says and not assume, for example, that when a teacher says something positive, he is just trying to flatter them.

3.2.17 Criticism And Judgement Must Be Avoided

Nobody likes to hear how bad and weak he is. If a child must be reprimanded, a teacher must first refer to his good qualities and then focus his attention indirectly on the child's faults. In this way a teacher will not harm the relationship of trust between him and the child concerned.

3.2.18 Having High But Attainable Expectations For Student Success

Teachers who want to build and retain their mutual trust with their pupils, must communicate to students a belief in their capabilities. By assigning moderately challenging tasks, a teacher builds mutual trust with his pupils. Tasks that stretch students' current abilities without posing too great a risk of failure communicate to students their teachers confidence in their ability to learn. In contrast, a task that is insultingly easy can lead students to believe that their teacher thinks they are incapable of doing age-appropriate work. This affects the relationship of trust between the teachers and their pupils. At the same time, teachers must be careful not to assign tasks that are too challenging and that students have little hope of succeeding with them. When teachers assign an impossibly difficult task, students come to believe that they must be deficient if they are incapable of completing the task successfully. Under these conditions they feel inferior. A person with an inferiority complex does not relate himself positively to other people.

3.2.19 Avoiding Humour Targeted At Students

Another way that teachers can help build a trusting relationship with their students is to avoid using humour that is directed to students. Many teachers use sarcasm as a way to deal with students who tend to misbehave. Others simply enjoy teasing students, often in an

affectionate way. Whether the humour is meant to hurt and control students or whether it is simply a way of showing affection, students often feel threatened when they are the target of the humour. Young children especially do not understand the humour that adults use. They can interpret the most affectionate attention as ridicule, as an attempt on the part of the adult to embarrass them. This is put in correct perspective by Raffin (1993) when he says that :

Put-downs, sarcasm, and ridicule have no place in the classroom for the simple reason that, although they may stop or change a students' behaviour, they undermine the students' self-respect and dignity.

From the above quotation one may conclude that humour targeted at students affects the relationship of trust between the educator and the educand. However, none of this discussion is meant to suggest that the classroom should be a dull and humourless place.

Rather, it simply means that students should never be made the object of a joke, no matter how innocuous it may be.

3.3 Restoration Of The Shattered Relationship Of Trust

Obviously teachers and pupils as human beings may experience estranged relations between themselves. The cause of the estranged relationship can either be a teacher or the pupil. If a teacher at a certain stage realises that he is responsible for the relationship to be shattered, he must earnestly apologize to the pupil. An apology goes a long way towards re-establishing, sometimes even strengthening the relationship of trust. When a teacher takes responsibility of apologizing for his inappropriate behaviour, students will forgive and trust him.

If the student realises that it is because of him that the relationship of trust with his teacher is shattered, he is expected to apologize to the teacher. At certain times an impasse occurs where neither the teacher nor the student realises that he is wrong. In such instances, a teacher as an adult must take a lead which will culminate in discussing the issue with the pupil openly. The teacher must put his case on how he views the issue. The pupil should also be assisted to do likewise. This kind of openness and candour will tend to bring an insight on how each side views the issue at hand. Ultimately from this genuine discussion, truth will come out. The impasse is broken and the relationship of mutual trust is restored.

In extreme cases, the impasse may not be broken by these two parties. When this happens, both the teacher and student/s should immediately seek out the assistance of a third party who is held in high esteem by both parties. The third party breaks the impasse then mutual trust is restored. Teaching and learning continues as usual.

3.4 Conclusion

Chapter three was an attempt at exposing the general preconditions for the realisation of the relationship of trust in the classroom. Attention was given to knowing of the child's name by the teacher, differential treatment of pupils based on unjustified prejudices, being calm, consistent and forgiving, involving of student in classroom matters, relevance of the curriculum etc. and finally an attempt was made to highlight how trust can be restored between the teacher and his pupils.

The following chapter is based on empirical investigation. Its major aim is to validate all data which has been accumulated through the reviewing of literature. It is based on

questionnaires that will be completed by both the teachers and pupils. Both the teachers and pupils will be asked to fill in the questionnaires. This will be trying to get their perceptions on the relationship of mutual trust between them. It is believed that through the use of the questionnaire, the major hypothesis will be confirmed.

REFERENCES

1. Cemane, K.B (1984): The Problem of the Pedagogic Relationship Between the Educator and the Educand in Urban Area. University of Zululand. Kwa-Dlangezwa.
2. Eisenberg, S (1979) : Helping Clients with Special Concerns. Rand McNally Publishing Company. Chicago.
3. Fowler, H W and Fowler, F G (1964): The Concise Oxford Dictionary. Oxford. Clarendon press.
4. Hanks, P (1989): Collins Dictionary of English. London. Collins
5. Kay, N.C. (1971) : Practical Teaching. London. Evans Brothers United.
6. Marks, K. (1985): Classroom Control : Understanding and guiding classroom behaviour. British Psychological Society and Methueu. London/New York.
7. Raffin, P.J. (1993) : Winners Without Losers. Boston/London/Toronto. Allyn & Bacon.
8. Rilinga, S.S.(1993): Adulthood in Pedagogical Perspective and it's Significance in Designing a Model for

Black Education. Pretoria. University of
South Africa.

9. Stanford, G. and Roark, A.E. (1974) :

Human Interaction In Education. Allyn and
Bacon Inc. Boston.

10. Thembela, A.J. & Walters R.A. (1984) :

Teaching Science 3. Cape Town.
Maskew Miller Longman (Pty) LTD.

CHAPTER FOUR

4 Research methods and Procedures

4.1 Introduction

This chapter is concerned with the procedures employed in collecting data. In Chapter one an indication was made that a descriptive method would be used. To meet this requirements, questionnaires were handed to senior secondary school teachers and pupils. The aim was to obtain an objective view of the problem of the realisation or inadequate realisation of the relationship of mutual trust between the educand and the educator. Matters such as the selection, preparation and administration of the research instrument used, and a detailed discussion of the questionnaires are covered in this chapter.

4.2 Request for permission to collect data from selected schools under the Department of Education and Culture. (KwaZulu-Natal)

Before undertaking this investigation, permission had to be secured from the Department of Education and Culture, (KwaZulu-Natal).

A letter endorsed by the University, requesting permission to conduct research, together with copies of the research instrument were personally handed over to the Secretary for Education and Culture. In the letter, the purpose of the study was clearly stated and explained.

Permission was granted on condition that all information pertaining to the research project would be made available to the said department at a later date. Permission was also secured from the circuit inspector as well as principals of the sample schools. (See appendices at the back of this work).

4.3 Sampling

4.3.1 Selection of schools.

Gay (1981:85) defines sampling as follows:

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the group from which they are selected. The individuals selected comprise a sample and the larger group is referred to as a population.

The purpose of sampling as given by Gay (1981:85) is to gain information about a population. The drawing of a small sample from a large target population has an advantage in that it saves the researcher the time and expense of studying the entire population.

In Maphumulo district there were 33 schools with standard 8,9 and 10. It was therefore not feasible to visit all schools in the district. The researcher used random sampling. The random sampling was done in the following manner. The researcher requested the list of all schools with standard 8,9 and 10 from the district office. Each fifth school became the member of the required representative population sample. The method of sampling meant that each member of the population being studied had an equal chance of being selected.

(Manion 1980:75) Therefore, there were six schools involved in this research project. Borg and Gall (1981:224) agree with the above idea when they say:

If the research is done properly the researcher can reach conclusions about an entire target population that are likely to be correct within a small margin of error by studying a relatively small sample

4.3.2 Choice of class levels

Standard 8,9 and 10 were selected because pupils at this level of education are perceived to be better or more matured than those in the lower classes. At this level, it is easy to evaluate whether the relationship of trust is mutually realised by the educator and the educand or not. In other words, it means that the researcher's hypothesis could be easily tested at this level.

4.4 Selection of samples

The researcher wished to spread it over in as many schools as possible. However, because of the time and cost involved, the researcher had to concentrate on schools around the Maphumulo district.

There were two distinct and separate samples, viz, the teachers and the pupils. Questionnaires were designed for the two groups.

4.4.1 The Teachers

The researcher requested the principals to provide the lists of their teaching personnel

involved in Senior Secondary classes. Random sampling was done. The researcher first gave a number to each member of the population. He then entered a table of random numbers and selected the numbers of individuals to be included in the sample by moving in a predetermined direction and order. A systematic random sample was selected by counting every third teacher in a structured sample. An average of eight teachers in each school was selected. There were fifty teachers involved in this project finally.

4.4.2 The Pupils

The purpose of this study was to investigate the realisation of mutual trust between the teachers and pupils in senior secondary schools in Maphumulo district. Consequently, only standard 8,9 and 10 pupils of the selected schools of this district were included in the sample. Random sampling for each class level in each school was done in the following manner. The researcher requested from each school the lists of all pupils in standard eight, nine and ten. This implies that there were three lists provided by each school. The fifth pupil in each list became the member of the required representative population sample. A simple random sample is where every member of the population has an equal chance of being used in the sample.

Gay (1981:93) confirms this idea when he says that:

A selection process is random if it favours no member of the population over any member, that is if every member of the population has the same chance of being selected. There were 150 pupils involved in this research.

4.5 Drafting of the Questionnaire

Mason and Bramble (1978:303) maintain that the researcher in conducting an investigation should select from among a variety of procedures available, those most supportive of the research objectives. It is usually advisable to explore several existing measurement instruments before selecting one or designing a new one to use in a research investigation.

Ary et al (1979:193) list and discuss some methods of data collection viz interviews, questionnaires, test, sociometric techniques and direct observation. In the context of the wide ranging investigation envisaged, the questionnaires became the prime research tool in this study, and considerable attention was therefore focused on drawing it up. The following summary of criteria for constructing questionnaire have been recommended by Good (1963:278). A questionnaire must be brief. It must be interesting. It must obtain some depth to the response in order to avoid superficial replies. It must not be suggestive. The questionnaire should elicit responses that are definite but not mechanically forced. Questions should not embarrass the respondent as an individual. Questions must not elicit ambiguous answers. Mahlangu (1987:81-82) further suggests that questions should be arranged in correct psychological order i.e. if both general and specific questions are to be asked on a topic the general questions should be asked first. This order helps the respondent to organise his own thinking, so that his answers are logical and objective. The questionnaire should be attractive in appearance, neatly arranged and clearly duplicated or printed. Lengthy questionnaires usually turn people off (Gay, 1987:196). Borg and Gall (1983:422) maintain that words such as "Questionnaire" or "Checklist" on a questionnaire-form should be avoided. They say that many persons are prejudiced against these words. It therefore became imperative for the researcher to produce a design and layout of the questionnaire

which could easily attract high levels of response. Emphasising this point, Cohen and Manion (1980:111) submit that "the appearance of the questionnaire is vitally important. It must look easy and attractive. A compressed layout is uninviting; a larger questionnaire with plenty of space for questions and answers is more encouraging to responses".

In drafting the questionnaire, the researcher also constructed a closed-ended questionnaire, most questions consisted of a list of alternative responses. This is preferred because as Ary et al (1979:301) put it "the close question is easier and quicker for the subject to respond to". The advantages of the questionnaire for this study were as follows:

- a) The population was widely distributed across the length and breadth of Maphumulo district, and it was not feasible, either economically or in terms of time that would be required to approach these people in any other way.
- b) Since field work had to be completed within a short period and in order not to disturb the normal school programme, it was necessary to use this method because a well constructed and properly administered questionnaire should not take more than an hour.
- c) The questionnaire method afford a good measure of objectivity in soliciting and coding the responses of the sample chosen.
- d) Respondents completed the questionnaire at the same time.
- e) It is easy to process data obtained from the questionnaires.

Ary et al (ibid) summarise the advantages of the questionnaire as follows:

As compared with the interviewing, the written questionnaire is typically more efficient and practical and always for the use of a larger sample. It is widely employed in the educational

research. Further, the standard instructions are given to all subjects, and the personal appearance, mood or conduct of the investigator will not colour the results.

A well constructed questionnaire is more likely to elicit a good response than a poorly constructed one. Two types of questionnaires were constructed. These were both for pupils and for teachers.

4.5.1 Pupils Questionnaire

The researcher was interested in acquiring some information about the relationship of trust as it takes place in senior secondary schools of Maphumulo district. Pupils' questionnaire was divided into two sections.

Section A - concerned with the personal particulars.

Section B - concerned with the students feelings about the relationship of trust with their teachers. There were 150 pupils' questionnaires. Each questionnaire contained six pages and a total of twenty five questions. The whole of the pupils' questionnaire consisted of the closed type of questions.

4.5.2 Questionnaire for Teachers

The researcher considered it inefficient to rely fully on pupils responses about the nature of the relationship of trust in Maphumulo district. He also asked teachers to complete the questionnaire separately. Like in the pupils' questionnaire this questionnaire consisted of two sections. Section A - concerned with the information/personal particulars. Section B - concerned with the concept of mutual trust as perceived by teachers. Each questionnaire contained six pages and a total of twenty five questions. The whole of the teachers'

questionnaire consisted of the closed type of questions except question 17.

4.6.1 The Pilot study

Researchers generally agree that a pilot or trial-run is important because it helps the researcher to decide whether or not the study is feasible and whether or not it is worthwhile to continue. According to Ary, Jacobs, Razavish (1979:87) the pilot study does the following:

It provides the opportunity to assess the appropriateness particularly of the data collection instrument. It permits a preliminary testing of the hypothesis which may give some indication of its tenability, and suggests whether or not further refinement is needed.

A pilot study according to Borg and Gall(1981:101) has various advantages which prompted the researcher to use it in this project. These advantages, among others, are that it:

- permits a thorough check of the planned and statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- provides the research worker with ideas approaches and clues not foreseen prior to pilot study. Such ideas and clues greatly increase the chances of obtaining clear and reliable findings in the main study.
- furthermore, a pilot study attempts to determine whether questionnaire items meet the desired qualities of measurement and discriminability.

Fox (1969:130) favours the practice of a pilot because according to him the pilot study is

designed to provide a trial run of the data collection approach. It may be intended to test out data collection method or an instrument to see if it is in need revision.

The pilot study was done in one senior secondary school at Maphumulo district. This was done by the researcher himself. A sample of twenty pupils and five teachers was obtained.

4.6.2 Findings of the pilot study

From the pilot study it became clear to the researcher that for some pupils the medium of instruction was a problem. Some questions were to be explained to them.

Teachers had no problem with questions in the questionnaires. It was, however, necessary to explain the reasons and purpose of the project. It also became clear to the researcher that most of the teachers had a problem with question 24 which required them to rate the factors which disturb the relationship of mutual trust according to their strength. Teachers tended to rank the most disturbing factor as N°1's and the last disturbing as N°8's. They used only two numbers i.e. N°1's and N°8's. This resulted in many N°1's and N°8's. The other numbers were not used. It therefore became imperative for the researcher to explain briefly how this question was to be answered.

4.7 Collection of data

The questionnaires were administered personally by the researcher to the samples selected. The principals of the affected schools were contacted personally by the researcher. They were made aware of the intended visits. Dates and times were agreed upon with the principals of the schools concerned. The researcher opted for a personally administered

questionnaire against mailed questionnaire because of the following reasons:

- People who have problems with the questions asked, can be identified and helped during the administration of the questionnaire.
- The researcher is capable of collecting all the questionnaires at the same time.

The possibility of shelving the questionnaire away for a time being (which might lead to the total abandonment of questionnaires) is eliminated. Most of the questionnaires are usually returned than in the case of mailed questionnaire.

4.8 The actual administration of the questionnaire

The researcher used 25 pupils from each senior secondary school. That means from all these three classes (8,9 and 10) only 20-25 pupils were used. If the school was a secondary with standard 8 as the highest level, then the required number was drawn from this level only. Both female and male pupils were involved in the project. The same applied with the teachers.

Random sampling for each level in each school was done in the following manner: The researcher requested from each school the lists of all pupils in standards 8,9 and 10. This implies that there were three lists provided by each school. The third pupil in each list became the member of the required representative population sample. This method of sampling meant that each member of the population being studied had an equal chance of being selected. Manion (1980:75)

Ary et al(1979:32) point out that random sampling is purposeful and methodical. They further assert that a sample selected randomly is not subject to biases of the researcher.

When researchers employ this method, they are committing themselves to selecting a sample in such a way that their biases are not permitted to operate. They are pledging themselves to avoid a deliberate selection of subjects who will confirm the hypothesis. They are allowing chance alone to determine which elements in the population will be in the sample. The advantage of random sampling which led the researcher to use it, is that it does guarantee that any differences between the sample and the parent population are only a function of chance and not as a result of the researcher bias.

The principal combined all the pupils selected from a sample together. He introduced the researcher and explained the purpose of the whole project. The principal would then leave the pupils with the researcher to continue. The pupils were usually relaxed after the principal had explained the purpose of the researcher's mission. It was decided that the following procedure be followed in the administration of this questionnaire.

- a) The researcher read to the respondents the introduction to the questionnaire where pupils were requested to complete the questionnaire as accurately as possible. They were assured that the information they provided would be treated as strictly confidential. They were told to indicate their responses by placing a tick or by putting a cross in the appropriate space.
- b) Each question was read slowly and explained by the researcher before pupils had to respond so as to avoid misinterpretation. Pupils with problems were requested to state their problems at the same time. Those pupils with problems were individually attended to. Because of this arrangement, very few problems were encountered during the administration and collection of the questionnaires. It took \pm 30 minutes to complete the questionnaire thus there was very short intervention with the school

programme.

According to Best (1977:269) the size of the sample may or may not be significantly related to its adequacy. A large sample carefully selected, may be biased and inaccurate, whereas a small one carefully selected, may be relatively unbiased and accurate enough to make satisfactory inference possible.

Out of 2873 pupils doing standards eight, nine and ten in Maphumulo district, 150 pupils were selected. Concerning the teacher population sample, teachers were selected from the schools involved. This means that each school provided eight sampled in the following manner. The researcher requested the principals to provide the lists of their teaching personnel involved in senior secondary classes. Random sampling was followed. The procedure which was followed in this random sampling has been explained in paragraph 4.4.1 and there is no need to repeat this here.

For teachers, the researcher did not have to be as explicit as he was with pupils. Only in items number twenty four(24) on the teachers questionnaire did the researcher give a brief explanation. In this question the teachers were provided with the list of recognised causes of mistrust between the educator and educand which they had to rank in order of significance. From the pilot study the researcher had observed that most teachers tended to rank all those causes which they thought were the most causes as number ones. In the end there were many ones(N°1's). The least causes were ranked as number eights(N°8'). For this reason, in actual collection of data, the researcher felt the need to explain how the respondent should tackle this question. Concerning other questions, assistance with

understanding of the question asked was rendered when requested.

4.9 Problems encountered during the administration of the questionnaire

The only problem which could be observed during the administration was that of disrupting the normal programme of the school. Sometimes it was not possible to be on time because of transport and at times being delayed at one school. It was however, pleasing to realise that the principals, teachers and pupils were highly co-operative throughout the project in all the schools affected.

Data processing

Data was processed manually.

Conclusion

This chapter has given a detailed description of the procedures which were followed when research was carried out. Obviously this included listing of the measures or instruments used in gathering the data. The data obtained is, therefore analyzed in the next chapter.

REFERENCES

1. Ary, D. Jacobs, L.C. and Razavisch A.(1979):
Introduction to Research and Education London. Holt.
2. Best, J.W. (1977):
Research in Education. Englewood: Prentice-Hall.
3. Borg, W. and Gall D (1981):
Educational Research London: Longman.
4. Cohen, L and Manion, L(1980):
A Guide to Teaching Practice. London. Routledge.
5. Fox, D.J. (1969):
Research Process in Education. Holt, Richart and Winston.
6. Gay, L.R. (1981):
Educationa Research. Competencies for Analysis and Application. Columbus. Merrill.
7. Good C.V.(1972):
Essentials of Educational Research. New York. Appleton.
8. Mahlangu, D.M.D. (1987):
Educational Research Methodology. Pretoria. De Jager Haum.
9. Manion, L. (1980):
Research Method in Education. London. Sage publications.
10. Mason E.J. and Bramble, W.J. (1978):
Understanding and Conducting Research New York, Macgran Hill

CHAPTER FIVE

5.0 ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The main objective of this chapter is to analyse and interpret data that was gathered through questionnaires.

The stated instrument was used to collect data from the pupils and teachers. It should be noted that the schools' name were not used for this project. Letters of alphabet were used in the place of the schools' names. This ensured confidentiality.

5.2 DATA GATHERED FROM PUPILS

In order to save time and energy, the researcher made use of the questionnaires to collect data from the pupils. The researcher made use of standards 8, 9 and 10 pupils because it was believed that these classes have reached a better stage of maturity than the lower classes. In addition, pupils in senior secondary schools can read and understand the language used in the questionnaire better than pupils in the lower classes.

For this study, the researcher drew his samples at random from senior secondary schools

in Maphumulo district. Six senior secondary schools were selected for this research. From these six secondary schools, one hundred and fifty (150) pupils were selected as respondents.

5.2. QUESTIONNAIRE FOR PUPILS

SECTION A: PERSONAL PARTICULARS

5.2.1. AGE RANGE

School	A	B	C	D	E	F	TOTAL	%
10-15	-	-	1	1	-	3	5	3,0
15-20	16	20	15	22	18	17	108	72,0
20 and above	8	6	9	2	6	6	37	25,0
TOTAL	24	26	25	25	24	26	150	100,0

The table above shows that in most cases except C, D and F the majority of the respondents fell between the ages of 15 and 20. It is only 3,0% of the respondents which was between 10 and 15. The majority which is 72% of the respondents was between the ages 15 - 20. 25% of the respondents was between the ages of 20 and above. Although not questioned as to the reason for being so old and at school, one can speculate that some started school at a later age, perhaps some may have repeated one or more standards or some may have dropped out and returned after a few years.

It has been a common practice with black pupils to start schooling at the age of seven whereas Whites, Indians and Coloureds commence schooling at the age of six. One can hardly find a white pupil still doing standard ten at the age of 20. According to this study,

age was not an important factor which ascertained whether the relationship of mutual trust was realised or not between the pupils and teachers in Maphumulo district, but it may happen that pupils who may be above the age of twenty (20) may have a feeling that they should be out of school. This may slightly affect mutual trust. However, in certain instances, these are educands who show respect of their teachers because they are matured.

5.2.2. CLASS LEVEL

School	A	B	C	D	E	F	TOTAL	%
Std 8	8	8	25	9	-	10	60	40,0
Std 9	8	8	-	8	-	8	32	21,3
Std 10	8	10	-	8	24	8	58	38,7
TOTAL	24	26	25	25	24	26	150	100,0

The above statistical record indicates the distribution of pupils according to classes. It must be noted that 40% of the respondents were doing standard 8. 21,3% were doing standard 9. 38,7% of the respondents were doing standard 10. For this research, the level of the classes of the respondents was, however, not so much a focal point.

5.2.3. SEX

School	A	B	C	D	E	F	TOTAL	%
Female	12	15	10	16	13	13	79	52,7
Male	12	11	15	09	11	13	71	47,3
TOTAL	24	26	25	25	24	26	150	100,0

The above statistical record reflects the number of female and male pupils in the sample. It is interesting to note that the sample consisted of almost an equal number of males and females. Seventy nine (79) (i.e 52,7%) of the respondents were females whilst seventy one (71) (i.e. 47,3%) were males. It is worth mentioning that sex or gender of the respondents was not identified as being a factor in the realisation or not of the relationship of mutual trust in senior secondary schools in Maphumulo district.

5.2.4. PARENTS WITH WHOM THEY LIVE

School	A	B	C	D	E	F	Total	%
Mother	12	9	7	5	15	17	65	43,3
Father	1	1	3	1	-	-	6	4,0
Both parents	7	9	8	15	3	3	45	30,0
Grandmother	2	6	3	2	2	4	19	12,7
Grandfather	-	-	-	-	-	-	-	-
Grandparents	-	-	2	1	1	1	5	3,3
Aunt/Uncle	2	1	-	1	1	1	6	4,0
Cousin	-	-	2	-	1	-	3	2,0
Other	-	-	-	-	1	-	1	0,7
TOTAL	24	26	25	25	24	26	150	100,0

The above information indicates people with whom pupils stayed as they attended school. This table indicates that 43,3% of the respondents stayed with their mothers. Furthermore, it indicates that 30% stayed with both parents. It is interesting to note that the majority of the respondents of school D lived with both parents. This is because their fathers were either employed by Noodsberg Sugar Mill, Newkop Sugar Company or by Tongaat Sugar

Mill. These companies are found in the proximity of Maphumulo district. 12,7% respondents lived with their grandmothers. Only 4% lived with their fathers or aunt or uncle. Furthermore, 3,3% lived with their grandmothers and grandfathers and 0,7% lived with their sisters.

From the above observation it appears that the majority of the respondents lived with their mothers. The most probable reason for this is that the respondents' fathers are migrant labourers. Fathers return to their homes during the weekends or at the end of the month. Lamb (1975) sees the father as a persons who supports the family economically and emotionally. If the child is to establish a good relationship with other people, including his teachers, he needs this emotional security. The father should be responsible for this emotional security. He must always be present if he is to give this support to the child. This was not the case with senior secondary school pupils of Maphumulo district as most of them lived with their mothers only. It can thus be concluded that if the school does not fulfil the role that was to be played by the father, the pupils will have problems in forming the relationship of mutual trust with other people, including their teachers.

Furthermore quite a number of respondents (12,7%) said that they lived with their grandmothers. Grandmothers tend to pamper the young people. A child that is pampered is sometimes reserved or else naughty, with the result that he does not form relationships with other people easily. If at all they are formed, they are either poor or bad. Hence the child becomes unpopular in relationships with others. One concludes that teachers of this district have a lot of work to do in establishing the relationship of mutual trust with their pupils. They have to provide for the lacking parental support which is a foothold and

a foundation for all other relationships.

SECTION B: PUPILS' FEELINGS ABOUT MUTUAL TRUST/ABOUT THEIR RELATIONSHIP WITH THEIR TEACHERS

5.2.5. ENJOYMENT OF BEING AT SCHOOL

School	A	B	C	D	E	F	TOTAL	%
Yes	24	22	24	24	20	22	136	90,7
No	-	2	1	1	2	2	8	5,3
Uncertain	-	2	-	-	2	2	6	4,0
Non-responses	-	-	-	-	-	-	-	-
TOTAL	24	26	25	25	24	26	150	100,0

The findings reflect that 90,7% of the respondents enjoyed being at their schools. Only (5,3%) reported a negative attitude. Furthermore, the table shows that 4% of the respondents was uncertain. The positive attitude that was displayed by pupils about being at school could be a reliable stand on which to build the relationships of mutual trust.

5.2.6. PUPILS' PERCEPTION OF THEIR RELATIONSHIP WITH THEIR TEACHERS

School	A	B	C	D	E	F	TOTAL	%
Very cordial	9	15	1	19	-	3	47	31,3
Cordial to a certain extent	12	9	20	5	16	20	82	54,7
Bad	2	-	4	-	4	2	12	8,0
Uncertain	1	-	-	1	4	1	7	4,7

School	A	B	C	D	E	F	TOTAL	%
Non-responses -	-	2	-	-	-	-	2	1,3
TOTAL	24	26	25	25	24	26	150	100,0

The majority of the respondents (54,7%) said that their relationships with their teachers were cordial to a certain extent. Furthermore, the table indicates that 31,3% of the respondents said their relationships with their teachers were very cordial. 8% of the respondents said that their relationships with their teachers were bad. 4,7% of the respondents was uncertain whilst 1,3% of the respondents did not respond. The rather unsatisfactory response attitude of the majority of 54,7% (cordial to that extent) suggests that all was not quite well in the area of teacher-pupil relationships. One might assume that there were friction areas which generated that attitude. This situation could obviously be a hinderance to the relationship of trust between educators and educands.

5.2.7. PUPILS' RESPONSES TOWARDS DOING CERTAIN PROJECTS WITH THEIR TEACHERS

School	A	B	C	D	E	F	TOTAL	%
Yes	20	26	24	24	20	20	134	89,0
No	4	-	1	1	4	6	16	11,0
Non-responses	-	-	-	-	-	-	-	-
TOTAL	24	26	25	25	24	26	150	100,0

The findings reflect that 89,0% of the respondents enjoyed doing certain projects with their teachers. 11,0% of the respondents said that they did not enjoy doing certain projects with their teachers. The positive attitude that was displayed by pupils toward doing certain

projects with their teachers could be a pillar on which to build the relationship of mutual trust. Teachers can also get a chance of moulding and guiding pupils towards their future. This moulding and guiding activity is about the education of the whole child. This is what educative teaching is about. It is about educating the child in totality.

5.2.8 THE ATMOSPHERE IN THE PUPILS' SCHOOLS

School	A	B	C	D	E	F	TOTAL	%
Tense	4	6	4	3	3	2	22	15,0
Relaxed	3	7	3	13	4	2	32	21,0
Both tense and relaxed	1	13	14	7	16	19	82	55,0
Moderately good	4	-	4	2	1	3	14	9,0
TOTAL	24	26	25	25	24	26	150	100,0

The statistical record reflects that the majority of the respondents (55,0%) said that the atmosphere in their schools was both tense and relaxed. 21,0% said that the atmosphere was relaxed. 15,0% of the respondents said that the atmosphere in their schools was tense. It was only 9,0% of the respondents that said that the atmosphere was moderately good.

Vrey (1990:271) says that in a warm school atmosphere one senses inspiration, comprehension, the acknowledgement of personal worth, encouragement and comprehensibility. From this statement one concludes that it is only where the atmosphere is relaxed where learning and teaching proceed. The majority of the respondents did not show this. It is not surprising if one finds this because, the respondents said that their relationships were cordial to a certain extent. This situation where the atmosphere is both

tense and relaxed could obviously be a hindrance to the realisation of the relationship of mutual trust between the educator and the educand.

5.2.9. SOME REASONS WHY PUPILS ENJOYED WORKING WITH THEIR TEACHERS

School	A	B	C	D	E	F	TOTAL	%
They are very friendly	3	4	-	3	1	4	15	10,0
They are very firm	-	-	4	-	7	8	19	13,0
They love us	3	-	-	3	-	-	6	4,0
They give us a lot of work	3	2	-	2	-	-	7	5,0
They guide us when doing our tasks	2	5	9	3	5	2	26	17,0
They give us opportunities of doing our work independantly	7	4	4	6	10	2	33	22,0
They are democratic	3	1	-	2	-	-	6	4,0
All of the above	3	10	8	6	1	10	38	25,0
TOTAL	24	26	25	25	24	26	150	100,0

Senior secondary school pupils of Maphumulo district were of the opinion that their teachers were friendly, very firm, loved them, gave them a lot of work, guided them when they were doing work, gave them opportunities of doing work independently and were also democratic. This is what the majority (25,0%) of the respondents said. Furthermore, 22% said they loved their teachers because they gave them opportunies of doing work independently. 17,0% of the repondents loved their teachers because they guided them when they were doing their work. 13,0% said they loved their teachers because their teachers were friendly. Furthermore, the table reflects that 4,0% of the respondents loved their teachers because their teachers gave them a lot of work. Lastly 4% of the respondents said they loved their

teachers because they were democratic.

From the above gathered information one gets the impression that all the ingredients of the realization of mutual trust were observed by the pupils in their teachers. This positive realisation by the pupils could be exploited by the teachers and be used to build the relationship of mutual trust.

5.2.10. DO TEACHERS BELIEVE THAT PUPILS CAN WORK INDEPENDENTLY?

School	A	B	C	D	E	F	TOTAL	%
Yes	8	12	7	10	4	2	43	28,7
No	12	6	15	14	14	18	79	52,7
Uncertain	4	8	3	1	6	4	26	17,3
Non response	-	-	-	-	-	2	2	1,3
TOTAL	24	26	25	25	24	26	150	100,0

From the above statistical record 52,7% of the majority said that their teachers did not believe that they could work independently. 28,7% of the respondents said that their teachers believed that they could work independently. Furthermore, 17,3% of the respondents were uncertain.

Pupils must be given opportunities to work independently if teachers really trust them. These opportunities must, however, be given according to the abilities of the pupils. This view is put into correct perspective by Steyn (1985:221) when he warns that if pupils are not given any opportunity to do things for themselves, to act independently and assume responsibility

for their actions, but are controlled, ruled, ordered, directed and regulated in every way, such children will never learn to behave in a disciplined way. Contrary to this warning, the majority (52,7%) of the respondents said that their teachers did not believe that they could work independently.

From the above statistical record one observes that the majority of the teachers in senior secondary schools of Maphumulo did not trust their pupils. From the same statistical record one can conclude that that teachers did not believe that pupils could work independently was known to the pupils. This situation could obviously be a hindrance to the relationship of trust between educators and educands.

5.2.11. DOES MUTUAL TRUST GO HAND IN HAND WITH RESPONSIBILITY?

School	A	B	C	D	E	F	TOTAL	%
I always feel so	8	2	3	12	11	11	47	31,3
I occassionally feel so	10	17	18	10	9	13	77	51,3
I never feel so	3	4	4	2	3	2	18	12,0
Uncertain	3	2	-	1	1	-	7	4,7
Non response	-	1	-	-	-	-	1	0,7
TOTAL	24	26	25	25	24	26	150	100,0

The findings reflect that 51,3% of the majority said that they occassionally felt that trust go hand in hand with responsibility. Furthermore, 31,3% felt that they always felt that trust go hand in hand with responsibility. 12% of the respondents said that they never felt so. 4,7%

of the respondents were uncertain whilst 0,7% did not respond.

It is apparent therefore that the majority of the teachers did not entrust their pupils with responsibility. This was what the majority (51,3%) of the respondents believed. They were not aware that responsibility go hand in hand with trust. If pupils were always given responsibility, they would have been in a position to know that mutual trust goes hand in hand with responsibility. Therefore, there is a dire need to teach pupils that trust goes hand in hand with responsibility.

5.2.12. WHAT TEACHERS DO WHEN YOU HAVE DONE SOMETHING GOOD

School	A	B	C	D	E	F	TOTAL	%
I am praised	-	1	2	-	1	-	4	2,7
I am congratulated verbally	10	13	12	10	12	15	72	48,0
I am congratulated in the class	1	1	3	2	-	-	7	4,7
Good remarks are written on my exercise book	4	4	-	3	2	5	18	12,0
I get all of the above	1	6	5	6	6	6	30	20,0
Nothing is done	4	-	1	3	3	-	11	7,3
Uncertain	2	-	2	1	-	-	5	3,3
Non response	2	1	-	-	-	-	3	2,0
TOTAL	24	26	25	25	24	26	150	100

The above record indicates that 86,1% of the respondents were praised by their teachers when they had done something good. Different methods were used by teachers. One also gets the impression that when pupils were praised, they got the necessary courage to exert themselves again and even more wholeheartedly in future. This is seen because they

recognised that their teachers praised them. The fact that pupils realised that they were recognised if they had done something good was one way that was to be used by teachers to win the pupils' hearts.

5.2.13. TEACHERS ATTITUDES TOWARDS PUPIL'S FAILURES AND SHORT-COMINGS

School	A	B	C	D	E	F	TOTAL	%
To a great extent	5	10	7	9	6	6	43	28,7
To a certain extent	10	5	2	5	4	2	28	18,7
To a lesser extent	9	9	16	11	14	18	77	51,3
Non response	-	2	-	-	-	-	2	1,3
TOTAL	24	26	25	25	24	26	150	100,0

The statistics above reflect that 51,3% of the respondents said that their teachers took their failures and short-comings to a lesser extent. 28,7% of the respondents said their teachers took their failures and short-comings to a great extent. Furthermore, the table reflects that 18,7% of the respondents said that their teachers took their failures and short-comings to a certain extent. 1,3% of the respondents did not respond.

Van Vuuren (1978) says that acceptance of the child as a child with possibilities and short-comings is decisive. In this he is supported by Baloyi (1989:255) when he says that the teacher who knows and respects the pupils' capacities and their deficiencies will be trusted by his pupils. This means that teachers must accept their pupils with their deficiencies and short-comings to a great extent..

5.2.14. DO YOU SOMETIMES FEEL THAT TEACHERS DO NOT CARE FOR YOU AS INDIVIDUALS?

School	A	B	C	D	E	F	TOTAL	%
I always feel so	9	6	13	9	13	18	68	45,4
I occassion ally feel so	5	7	6	7	4	3	32	21,3
I never feel so	7	10	5	6	3	1	32	21,3
Uncertain	1	2	1	3	4	4	15	10,0
Non response	2	1	-	-	-	-	3	2,0
TOTAL	24	26	25	25	24	26	150	100,0

As far as care which is given by teachers to their pupils is concerned, 45,4% (majority) said that they always felt that their teachers did not care about their individualism. Furthermore, the table reflects that 21,3% of the respondents occassionally felt that their teachers cared for their individualism. Another 21,3% also felt that they never felt that their teachers cared for their individualism. Furthermore, 10% of the respondents was uncertain. Lastly 2% of the respondents did not respond.

Mohanoe (1983:31) says that if the child senses that his teacher cares for him and accompanies him sympathetically on his path to adulthood, the child will have confidence in his teacher. This means that every child should feel that his teachers are concerned about him as a human being. This is not the case in the sampled schools as the majority of the respondents (45,4%) never felt that their teachers cared for their individualism. One may conclude that one of the reasons why pupils did not feel that their teachers cared for them

may be attributed to wide pupil-teacher ratio in Black schools.

5.2.15. PUPILS FEEL FREE TO DISCUSS THEIR FUTURE PLANS WITH THEIR TEACHERS

School	A	B	C	D	E	F	TOTAL	%
Yes	9	19	20	18	14	13	93	62,0
No	10	6	1	5	5	10	37	24,7
Uncertain	5	1	4	2	5	2	19	12,7
Non response	-	-	-	-	-	1	1	0,6
TOTAL	24	26	25	25	24	26	150	100,0

From the above table, 62% which is the majority felt free to discuss their future plans with their teachers. 24,7% did not feel free to discuss their future plans with their teachers. Furthermore, the table indicates that 12,7% of the respondents was uncertain. It is only a very insignificant 0,6% of the respondents that did not respond.

Education is mainly futuristic in character. This is what gives it meaning and purpose. Education that starts and ends with the here and now, or remains fixated to the past, is a paradoxical self-contradicting exercise. Education by its very nature, though it takes account of the past as well as the present, has the future as its goal. Education must provide its recipients with a foretaste of what they might expect in the future and develop them mentally, morally and spiritually. It must develop their imaginative, critical and creative skills. To meet this demand that the future will impose on the pupils, it is important that teachers discuss with their pupils about their future plans.

From the statistical record it is noticed with appreciation that the majority of the respondents felt free to discuss their future plans with their teachers.

5.2.16. HOW OFTEN DO PUPILS DISCUSS THEIR FUTURE PLANS WITH THEIR TEACHERS?

School	A	B	C	D	E	F	TOTAL	%
I always do so	7	12	12	7	9	10	57	38,0
I seldom have time to do so	1	5	6	15	7	6	40	26,7
I never have time do do so	7	6	4	3	5	4	29	19,3
Non response	9	3	3	-	3	6	24	16,0
TOTAL	24	26	25	25	24	26	150	100,0

The above table indicates that the majority of 38% said that they always had time to discuss their future plans with their teachers. Furthermore, 26,7% of the respondents said that they seldom had time to do so. 19,3% of the respondents said that they had never had time to discuss their future plans with their teachers. 16% of the pupils did not respond.

It is noted with appreciation that 64,7% of the respondents had time to discuss their future plans with their teachers. This positive attitude that was displayed by pupils about the time they had to discuss their future plans with their teachers could be a reliable stand on which to build a relationship of trust. It is vital because teachers can also get a chance of moulding and guiding pupils towards their future.

5.2.17. THE REACTION OF TEACHERS WHEN PUPILS DISCUSSED THEIR FUTURE PLANS WITH THEM

School	A	B	C	D	E	F	TOTAL	%
They gave us advice	10	9	2	2	8	7	38	25,3
They guide us	7	5	10	11	9	6	48	32,0
They only instruct us	5	10	9	12	7	10	53	35,3
Non response	2	2	4	-	-	3	11	7,4
TOTAL	24	26	25	25	24	26	150	100,0

The statistical record reveals that the majority of the respondents (35,3%) said that their teachers reacted by instructing them when they (pupils) discussed their future plans with their them. 32% said that their teachers guided them. 25,3% said that their teachers gave them advice. Only 7,4% did not respond.

From the statistics above, it is observed that the majority of the respondents (35,3%) said that their teachers instructed them on their future plans. This definitely had adverse consequences on mutual trust as pupils in senior secondary schools still need guidance.

5.2.18.HOW PUPILS PERCEIVE DISCIPLINE

School	A	B	C	D	E	F	TOTAL	%
Makes pupils responsible	1	7	6	6	6	7	33	22,0
Put pupils in order	5	6	12	6	7	4	40	26,7
Opens more channels for communication between teachers and pupils	8	3	4	5	-	4	24	16,0
All of the above	2	5	3	8	4	4	26	17,3

School	A	B	C	D	E	F	TOTAL	%
Uncertain	6	4	-	-	3	-	13	8,7
Non response	2	1	-	-	4	7	14	9,3
TOTAL	24	26	25	25	24	26	150	100,0

The majority of the respondents (26,7%) said that discipline puts pupils in order. Furthermore, the table indicates that 22% of the respondents said that discipline makes pupils responsible. The table also revealed that 17,3% said that discipline does all that what was said above. 16% said that discipline opens more communications between teachers and pupils. Only 9,3% of the respondents did not respond.

One concludes that after pupils had been disciplined, the majority of about 66% believed that they changed for the better. This is in line with Luthuli (1985:21) when he maintains that the influence of the educator brings about changes in the life of the educand. In this research it can further be concluded that after discipline, the shattered mutual trust is restored.

5.2.19. PUPILS FEELINGS WHEN TEACHERS ARE ANGRY WITH THEM

School	A	B	C	D	E	F	TOTAL	%
We feel happy	-	-	-	-	-	-	-	-
We take it as a joke	-	2	-	4	5	-	11	7,3
We feel threatened	11	9	5	17	-	10	52	34,7
We ignore them	2	1	-	3	1	2	9	6,0
We think it is part and parcel of the way we should work	5	7	2	-	5	-	19	12,7
We feel demoralised	5	2	18	1	10	8	44	29,3
Uncertain	1	-	-	-	1	2	4	2,7
Non response	-	5	-	-	2	4	11	7,3
TOTAL	24	26	25	25	24	26	150	100,0

The table above reflects that the majority of the respondents (34,7%) said that they felt threatened when the teachers were angry with them. Once again quite a number of respondents (29,3%) felt demoralised if their teachers were angry with them. Furthermore, the table reflects that 7,3% of the respondents said that they took it as a joke. 12,7% thought it was part and parcel of the way they should work. Another 7,3% of the respondents did not respond and lastly, 2,7% of the respondents was uncertain.

It can then be concluded that the majority of the pupils, about 64%, did not learn when their teachers were angry with them. They felt threatened and demoralised. Under such circumstances pupils feel insecure, unsafe, uncertain, etc. This situation could obviously be a hindrance to the relationship of mutual trust between educators and educands.

5.2.20. WHAT HAPPENS TO THE PUPILS AFTER THEIR WRONG DOINGS
HAVE BEEN CORRECTED

School	A	B	C	D	E	F	TOTAL	%
Change for the better	7	9	2	7	5	8	38	26,0
Grow in all good ways	3	3	5	4	3	-	18	12,0
Advance in knowledge and wisdom	1	3	5	3	1	-	13	9,0
Love our teachers for their elderly leadership and guidance	2	-	3	3	-	-	8	5,0
Change and become serious with life	6	6	5	4	10	13	44	29,0
All of the above	3	4	5	3	3	2	20	13,0
Uncertain	-	-	-	-	1	2	3	2,0
Non-response	2	1	-	-	-	3	6	4,0
TOTAL	24	26	25	25	24	26	150	100,0

The above data shows that the majority of 29,0% said that they changed and became serious with life. 26,0% changed for the better. 13,0% of the respondents said that all of the above happened to them. 12% of the respondents said that they grew in all good ways. 9,0% of the respondents advanced in knowledge and wisdom. 5,0% of the respondents loved their teachers for their elderly leadership and guidance. Only 4% of the respondents did not respond. Lastly, 2% of the respondents was uncertain.

It is concluded that the majority of the respondents changed for the better after their wrong doings had been corrected. This shows that teachers were very successful with their disapproval interventions. Successful disapproval intervention results in helping the pupils

to become more refined human beings. This is what happened to the majority of the respondents. It means that shattered mutual trust was restored after wrong doings were corrected.

5.2.21 TO WHAT EXTENT DO PUPILS EQUATE THEIR TEACHERS TO THEIR PARENTS

School	A	B	C	D	E	F	TOTAL	%
To a great extent	4	8	11	11	6	7	47	31,3
Yes they are	6	8	9	10	10	9	52	34,0
To a lesser extent	5	6	5	2	1	4	23	15,3
They are not	3	2	-	-	3	1	9	6,0
Uncertain	5	-	-	-	2	2	9	6,0
Non-response	1	2	-	2	2	3	10	6,7
TOTAL	24	26	25	25	24	26	150	100,0

This record reflects that 34,7% of the respondents equated their teachers with their parents. 31,3% equated their teachers with their parents to a greater extent. Another 15,3% of the respondents equated their teachers with their parents to a lesser extent. Only a very insignificant percentage of 6% said that they did not equate their teachers with their parents. Another 6,7% of the respondents did not respond to the question.

From the information retrieved above, it is observed with appreciation that the majority of the pupils (81,3%) equated their teachers with their parents. This positive attitude shown by the pupils could be a reliable stand on which to build a relationship of mutual trust between teachers and pupils.

5.2.20. WHAT HAPPENS TO THE PUPILS AFTER THEIR WRONG DOINGS HAVE BEEN CORRECTED

School	A	B	C	D	E	F	TOTAL	%
Change for the better	7	9	2	7	5	8	38	26,0
Grow in all good ways	3	3	5	4	3	-	18	12,0
Advance in knowledge and wisdom	1	3	5	3	1	-	13	9,0
Love our teachers for their elderly leadership and guidance	2	-	3	3	-	-	8	5,0
Change and become serious with life	6	6	5	4	10	13	44	29,0
All of the above	3	4	5	3	3	2	20	13,0
Uncertain	-	-	-	-	1	2	3	2,0
Non-response	2	1	-	-	-	3	6	4,0
TOTAL	24	26	25	25	24	26	150	100,0

The above data shows that the majority of 29,0% said that they changed and became serious with life. 26,0% changed for the better. 13,0% of the respondents said that all of the above happened to them. 12% of the respondents said that they grew in all good ways. 9,0% of the respondents advanced in knowledge and wisdom. 5,0% of the respondents loved their teachers for their elderly leadership and guidance. Only 4% of the respondents did not respond. Lastly, 2% of the respondents was uncertain.

It is concluded that the majority of the respondents changed for the better after their wrong

doings had been corrected. This shows that teachers were very successful with their disapproval interventions. Successful disapproval intervention results in helping the pupils to become more refined human beings. This is what happened to the majority of the respondents. It means that shattered mutual trust was restored after wrong doings were corrected.

5.2.21 TO WHAT EXTENT DO PUPILS EQUATE THEIR TEACHERS TO THEIR PARENTS

School	A	B	C	D	E	F	TOTAL	%
To a great extent	4	8	11	11	6	7	47	31,3
Yes they are	6	8	9	10	10	9	52	34,0
To a lesser extent	5	6	5	2	1	4	23	15,3
They are not	3	2	-	-	3	1	9	6,0
Uncertain	5	-	-	-	2	2	9	6,0
Non-response	1	2	-	2	2	3	10	6,7
TOTAL	24	26	25	25	24	26	150	100,0

This record reflects that 34,7% of the respondents equated their teachers with their parents. 31,3% equated their teachers with their parents to a greater extent. Another 15,3% of the respondents equated their teachers with their parents to a lesser extent. Only a very insignificant percentage of 6% said that they did not equate their teachers with their parents. Another 6,7% of the respondents did not respond to the question.

From the information retrieved above, it is observed with appreciation that the majority of the pupils (81,3%) equated their teachers with their parents. This positive attitude shown by the pupils could be a reliable stand on which to build a relationship of mutual trust between

teachers and pupils.

5.2.22. WHAT PUPILS SAY ABOUT THE CARE THEY GET FROM THEIR TEACHERS

School	A	B	C	D	E	F	TOTAL	%
They treat us equally and justly	4	5	5	6	5	14	39	26,0
They really love us all	6	5	2	5	4	2	24	16,0
They care for our needs	3	6	-	2	4	2	17	11,3
They give us security and warmth	-	-	3	-	3	-	6	4,0
They attend to all of us fairly	-	3	8	1	5	3	20	13,3
They do all of the above	5	5	5	6	-	3	24	16,0
Uncertain	6	1	-	2	3	2	14	9,4
Non-response	-	1	2	3	-	-	6	4,0
TOTAL	24	26	25	25	24	26	150	100,0

As far as the care the pupils got from their teachers is concerned, 26% of the respondents said that their teachers treated them equally and justly. 16% reported that their teachers loved them. 11,3% said that their teachers cared for their needs. Furthermore, the table reflects that 13,3% of the respondents said that their teachers attended to all of them fairly. Furthermore, 16% of the respondents said that their teachers were doing all that is reflected on the table. 9,4% of the respondents was uncertain. Lastly, 4% of the respondents did not respond.

From the above record one comes to the conclusion that teachers cares for their pupils. The care that was given by the teachers to their pupils differed from one teacher to another. This

is shown by 16% of the respondents who said that they received all that was said above from their teachers. That pupils were aware of the care they got from their teachers, showed that there was a possibility of establishing a relationship of mutual trust with them.

5.2.23. REASONS WHY PUPILS LOVED THEIR TEACHERS

School	A	B	C	D	E	F	TOTAL	%
They treat us as their children	4	6	2	4	5	2	23	15,3
They are teaching us good behaviour	7	9	7	6	2	10	41	27,3
They reprimand us when we have done something wrong	5	1	6	4	4	-	20	13,4
They are always sober	1	-	-	1	1	2	5	3,3
They are models and exemplary in all ways	1	-	5	4	3	-	13	8,7
All of the above	2	5	5	2	6	6	26	17,3
None of the above	2	-	-	-	-	3	5	3,4
Uncertain	1	5	-	4	-	3	14	9,3
No-response	-	-	-	-	3	-	3	2,0
TOTAL	24	26	25	25	24	26	150	100

The majority of the respondents (27,3%) loved their teachers because their teachers were teaching them good behaviour. 17,3% gave the reason that their teachers were doing all that is reflected on the table. 15,3% of the respondents loved their teachers because their teachers treated them as their children. Furthermore, 13,4% of the respondents loved their teachers because their teachers reprimanded them when they had done something wrong. 9,3% of the respondents were uncertain. 8,7% of the respondents gave the reason as that their teachers were

role models in all ways. 3,4% of the respondents said that their teachers were doing none of the above. Furthermore, 3,3% of the respondents said that they loved their teachers because their teachers were always sober. Lastly, it was only 2% of the respondents that did not respond.

From the above information one concludes that pupils loved their teachers for different reasons. This shows that teachers showed their love in different ways. It is noted with appreciation that it was only a very small insignificant percentage (3,4%) that said that their teachers were doing none of what was said in the table. The majority of the pupils were aware that teachers loved them. This awareness that they were loved was a stand on which a relationship of trust was to be built.

5.2.24.DO YOU ACCEPT TEACHERS AS SPECIALISTS IN THEIR SUBJECTS?

School	A	B	C	D	E	F	TOTAL	%
Yes	13	20	19	21	18	17	108	72,0
No	5	-	5	3	1	3	17	11,3
Uncertain	5	2	1	-	3	3	14	9,3
Non-response	1	4	-	1	2	3	11	7,4
TOTAL	24	26	25	25	24	26	150	100,0

From the statistical record above, the majority of the respondents (72%) accepted their teachers as specialists in their subjects. It must, however, be mentioned that 11,3% did not accept their teachers as specialists in their subjects. Lastly, 9,3% of the respondents were uncertain and 7,4% did not respond.

Dreyer (1980) came to the conclusion that Zulu adolescents rate their teachers exceptionally high. He further says that they describe them as inspiring and competent for their tasks. The same conclusion is arrived here where 72% of the respondents regarded their teachers as specialists in their subjects. One also comes to the conclusion that teachers could have exploited their being specialists in their subjects to strengthen the relationship of trust with their pupils. This is because the epistemic authority of the teacher is of help in building mutual trust with educands.

5.3 DATA GATHERED FROM TEACHERS

5.3.1 INTRODUCTION

The researcher made use of 50 respondents. These respondents were all teaching in senior secondary schools in Maphumulo district. There were six senior secondary schools that were involved.

SECTION A: PERSONAL PARTICULARS

5.3.1. AGE RANGE

School	A	B	C	D	E	F	TOTAL	%
Age below	20	-	-	-	2	-	-	24,0
20 - 29	3	1	2	4	5	4	19	38,0
30 - 39	6	-	6	1	2	3	18	36,0
40 - 49	-	7	1	1	-	2	11	22,0
50 - 59	-	-	-	-	-	-	-	-
60 and above	-	-	-	-	-	-	-	-
TOTAL	9	8	9	8	7	9	50	100,0

The above table shows that 38%, which is the greatest percentage of the respondents, ranged from 20 - 29. 36% ranged from 30 - 39 years of age. Only 22% of the total sample ranged from 40 - 49 years of age. Lastly, 4% of the total sample was below 20 years of age. The data also shows that not a single respondent ranged from 60 year of age and above.

One can therefore deduce that most of the teachers who are teaching at senior secondary schools are people who had reached maturity.

Calderhead (1984) warns that a teacher only a few years older than the pupils themselves, is less likely to be viewed as an authority figure, whereas teachers similarly aged to the pupils' parents may be quite readily viewed as authority figures. For this study, when the researcher decided upon the selection of samples, age was not a criterion.

5.3.2 SEX

School	A	B	C	D	E	F	TOTAL	%
Male	7	6	6	6	6	7	38	76,0
Female	2	2	3	2	1	2	12	24,0
TOTAL	9	8	9	8	7	9	50	100,0

According to the above record, 76% of the respondents were male teachers. 24% comprised of female teachers. Out of 50, 38 (76%) were males, whereas 12 (24%) were females. Such a proportion in senior secondary schools in most black schools is common. The reason for this is that most young females are in favour of doing courses which lead them in teaching in primary school levels. For this study, when the researcher decided upon the selection of the

sample, sex was not a criterion.

5.3.3 POST RANK

School	A	B	C	D	E	F	TOTAL	%
Principal	1	1	-	-	1	-	3	6,0
Deputy principal	-	-	1	-	-	-	1	2,0
Head of Department	-	-	-	-	1	1	2	4,0
Assistant teacher	7	7	5	6	3	6	28	56,0
Temporary post	1	-	3	2	2	2	10	20,0
TOTAL	9	8	9	8	7	9	50	100,0

As shown above, 68% of respondents, which is the majority, was a group of assistant teachers. 20% was a group of temporary teachers. Principals formed 6% of the entire population. Lastly, 4% was a group of Head of Department. Post rank was not the criterion when the sample was selected.

5.3.4. TEACHING EXPERIENCE

School	A	B	C	D	E	F	TOTAL%	
Less than 1 year	1	1	1	-	-	2	5	10,0
1 - 5 years	4	5	6	4	3	1	23	46,0
6 - 10 years	1	1	2	1	3	2	10	20,0
11 - 15 years	2	1	-	-	1	3	7	14,0
16 - 20 years	1	-	-	3	-	1	5	10,0
Over 20 years	-	-	-	-	-	-	-	-
TOTAL	9	8	9	8	7	9	50	100,0

10% of the respondents had taught less than one year. The majority, that is 46% of the sample, had taught between one to five years. Only 20% of the entire population had taught between six to ten years.

It is also noted that only 14% of the respondents had taught between eleven to fifteen years. One also notes that only 10% of the respondents had taught between sixteen and twenty years.

It can be deduced from the analysis in the table above that senior secondary pupils in this district are taught by relatively less experienced teachers (1 - 5 years). Clark (1968:113) argues that when an experienced teacher is faced with a child at the back of the room, who apparently does not want to learn, he calls upon knowledge of human behaviour and his experience to motivate the child. He further states that an experienced teacher knows when the child does not learn or participate in the learning act.

It is apparent from Clark's (1968) argument that he supports the idea that a teacher ought to be experienced in order to render relevant assistance. Inexperienced teachers find it difficult to observe pupils' problems. When this happens, pupils believe that the teacher does not care for them as individuals. This situation could obviously be a hindrance to the relationship of trust between the educators and educands.

5.3.5. ACADEMIC QUALIFICATION

School	A	B	C	D	E	F	TOTAL	%
D- degree	-	-	-	-	-	-	-	-
M- degree	-	-	-	-	-	-	-	-
BED/Hons	1	-	1	-	-	1	3	6,0
B- degree	1	3	-	1	2	2	9	18,0
Matric	7	5	8	7	5	6	38	76,0
TOTAL	9	8	9	8	7	9	50	100,0

Only 6% of the total sample possessed post-graduate degree(B.Ed/Hons). 18% possessed junior degrees. The majority(76%) of the respondents, possessed standard 10 (Matric). This means that most of the teachers at senior secondary schools are academically under-qualified. Since most of the teachers possessed matriculation, it is clear that they could not earn the respect or trust of children. Nowadays children show interest in teachers' academic qualifications. The moment they establish that a teacher is academically under-qualified, they doubt his epistemic stand, unless the teacher proves the contrary. Experience has also shown that teachers who are under qualified are not stable and relaxed. This results in an inferiority complex. Problems of the relationship of trust abound when one party between the educator and the educand feels that his integrity is challenged (Khubisa, 1991).

5.3.6. PROFESSIONAL QUALIFICATION

School	A	B	C	D	E	F	TOTAL	%
EUD/HED	1	1	-	-	1	1	4	8,0
PTD/SED/SSTD/STD	4	2	4	2	3	5	20	40,0

School	A	B	C	D	E	F	TOTAL	%
HPTC/JSTC/SEC	1	3	4	5	2	1	16	32,0
T3 and T4	-	-	-	-	-	-	-	-
None	3	2	1	1	1	2	10	20,0
TOTAL	9	8	9	8	7	9	50	100,0

When one scrutinizes the above table, one notes that 10% of the teachers possessed a post-graduate diploma. 44% of the respondents possessed PTD/SED/SSTD/STD. 26% of the respondents possessed HPTC/JSTC/SEC. Those who possessed HPTC/JSTC/SEC formed 26% of the total sample. It is also noted that 20% of the respondents did not possess a professional qualification. UED/HED and SSTD/STD are taken as relevant professional qualifications for entrance into secondary, senior secondary or high school teaching. It is therefore agonizing to note that teachers who possessed these diplomas (UED/HED/SSTD/STD/SEC) did not even amount to 50% of the total sample. This shows a great need for teachers to upgrade their professional qualifications. This will help them to get an indepth study of new trends, knowledge and skills of various subjects they teach. These new skills can help to promote mutual trust between the educators and the educands.

SECTION B: THE CONCEPT OF MUTUAL TRUST AS PERCEIVED BY TEACHERS

5.3.7. THE ATMOSPHERE IN THE TEACHERS' SCHOOL

School	A	B	C	D	E	F	TOTAL	%
Tense	-	1	-	-	1	1	3	6,0
Relaxed	8	1	-	2	1	1	13	26,0
Both tense and relaxed	1	5	8	4	4	6	28	56,0
Uncertain	-	1	1	2	1	1	6	12,0

School	A	B	C	D	E	F	TOTAL	%
TOTAL	9	8	9	8	7	9	50	100,0

The findings reflect that 6% of the respondents said that the atmosphere in their school was tense. 26% of the respondents said the atmosphere was relaxed. 56% of the respondents said the atmosphere was both tense and relaxed. 12% of the total sample indicated that it was uncertain about the atmosphere in their schools. This information agrees with the information given by pupils in 5.2.8. The situation where the atmosphere is both tense and relaxed could be a hindrance to the realisation of mutual trust between the educators and the educands.

5.3.8. TEACHERS' PERCEPTION OF THEIR RELATIONSHIP WITH THEIR PUPILS

School	A	B	C	D	E	F	TOTAL	%
Very cordial	4	1	-	3	-	-	8	16,0
Cordial to a certain extent	4	7	9	4	7	7	38	76,0
Bad	-	-	-	-	-	-	-	-
Uncertain	1	-	-	1	-	2	4	8,0
TOTAL	9	8	9	8	7	9	50	100,0

According to the above statistical data, 16% of the respondents indicated that their relationship with their pupils was very cordial. The greatest number (76%) indicated that their relationship with their pupils was cordial to a certain extent. 8% of all respondents showed that they were uncertain about their relationship with their pupils.

Teachers' perception of their relationship with their pupils shows correspondence with that of the pupils. The unsatisfactory attitude of the majority shows that all was not quite well in the area of teacher-pupil relationship. This situation could be a hindrance to the relationship of trust between the educators and the educands.

5.3.9. TEACHERS' RESPONSES TOWARDS DOING CERTAIN PROJECTS WITH THEIR PUPILS

School	A	B	C	D	E	F	TOTAL	%
Yes	7	7	9	6	6	9	44	88,0
No	2	1	-	2	1	-	6	12,0
TOTAL	9	8	9	8	7	9	50	100,0

The greatest number, 85%, indicated that they enjoyed doing certain projects with their pupils. Only 12% of the entire population indicated that they did not enjoy doing certain projects with their pupils. The fact, that teachers enjoyed working with pupils could be exploited for mutual trust.

5.3.10. REASONS WHY TEACHERS ENJOYED DOING CERTAIN PROJECTS WITH THEIR PUPILS

School	A	B	C	D	E	F	TOTAL	%
They are co-operative	7	6	7	6	5	7	38	76,0
They are trustworthy	1	2	2	1	2	1	9	18,0
I do not enjoy working with them	1	-	-	1	-	1	3	6,0
TOTAL	9	8	9	8	7	9	50	100,0

As far as the reasons why teachers enjoyed doing certain projects with their pupils, 76% (majority) said that it was because pupils were co-operative. Only 18% of the respondents that

said the reason was that pupils were trustworthy. Only 6% said that they did not enjoy working with their pupils. One deduces that the co-operativeness of the pupils could be a reliable stand to build a relationship of mutual trust. Teachers can also get a chance of moulding and guiding their pupils towards their future.

5.3.11. DO TEACHERS BELIEVE THAT PUPILS CAN WORK INDEPENDENTLY?

School	A	B	C	D	E	F	TOTAL	%
Yes, I do	3	3	1	3	2	2	14	28,0
I do to a certain extent	6	4	7	3	4	6	30	60,0
I do not trust that pupils can work independently	-	-	1	2	1	1	5	10,0
Uncertain	-	1	-	-	-	-	1	2,0
TOTAL	9	8	9	8	7	9	50	100,0

The above table shows that 28% of the respondents believed that pupils could work independently. Those teachers who formed 60% of the whole sample, and this was the majority, agreed to a certain extent that pupils could work independently. 10% said that pupils could not work independently. Lastly, 2% showed that they were uncertain about whether pupils could work independently or not.

There was an agreement between what pupils said in question 10 with what the teacher said when the majority said that pupils should be given work to do to a certain extent. One can therefore make a deduction from the statistical record that teachers did not trust that their pupils were responsible. Pupils were also aware of this (question 5.2.10). This shows that there

was a great need to teach teachers that pupils could work independently if they had been taught that freedom goes hand in hand with responsibility.

5.3.12. WHAT TEACHERS SAY ABOUT INDEPENDENT WORK BY PUPILS?

School	A	B	C	D	E	F	TOTAL	%
I greatly give them a chance to work independently	1	-	-	2	-	-	3	6,0
I give them independence to a certain extent	1	4	2	2	3	4	16	32,0
I give them independence in work	1	1	-	-	-	-	2	4,0
I give them a chance to work independently and monitor the progress	1	2	2	-	4	2	11	22,0
They work independently but under my guidance	2	-	3	2	-	2	9	18,0
None of the above	-	-	-	1	-	-	1	2,0
All of the above	3	1	2	1	-	1	8	16,0
TOTAL	9	8	9	8	7	9	50	100,0

The foregoing statistical information shows that 6% of all respondents greatly gave pupils a chance to work independently. 32% of the respondents said that they gave their pupils independent work to a certain extent. 4% of the respondents agreed that they gave their pupils independence in work. 22% gave their pupils a chance to work independently and monitor the progress. Another 18% of the respondents said that pupils were given a chance to work independently but under the guidance of the teacher. 16% of the respondents said that they did all that was said above. Furthermore, 2% of the respondents said that they did none of what

was said above. Lastly 16% said that they did all of the above.

One can therefore make a deduction from the statistical record that most of the teachers (40%) gave their pupils a chance to work independently but under their guidance. Obviously, this is an indication that teachers did not trust that their pupils could work independently. Pupils who are trusted do not need policing because the work that is given to them is in accordance with their abilities and capabilities. It is agonising to note that pupils were aware that their teachers did not trust that they could work independently (5.2.10). This had adverse consequences in the relationship of trust. A child cannot trust a person that does not trust him/her.

5.3.13. Do Pupils Feel Free to Confide in You?

School	A	B	C	D	E	F	TOTAL	%
Yes, they do to a certain extent	3	1	3	3	1	1	12	24,0
They do	2	1	1	1	1	2	8	16,0
They do to a lesser extent	3	6	4	3	3	2	21	42,0
They do not at all	1	-	1	1	2	4	9	18,0
TOTAL	9	8	9	8	7	9	50	100,0

The foregoing statistical data shows that 24% of the pupils confided in their teachers to a certain extent. 16% of the respondents said that pupils did confide in them. According to the above statistical information, the majority, which is 42%, said that their pupils confided in them to a lesser extent. Lastly, 18% of the entire sample population said that their pupils did not confide in them.

One can therefore make a deduction from the statistical record that the majority of the pupils (84%) did not fully confide in their teachers. This was proved by the fact that only 16% of the teachers said that their pupils confided in them. This is an indication that there was no mutual trust between teachers and pupils. In mutual trust pupils confide their secrets, fears, etc. in their teachers.

5.3.14 Do Teachers Have Time to Discuss the Future Plans with Their Pupils?

School	A	B	C	D	E	F	TOTAL	%
Yes, I have time	3	3	1	3	3	4	17	34,0
Sometimes I organise time	3	4	33	5	3	2	20	40,0
I seldom get sufficient time	1	-	4	-	-	2	7	14,0
Time that I get is very limited	2	1	1	-	1	1	6	12,0
TOTAL	9	8	9	8	7	9	50	100,0

Only 34% of the entire sample population indicated that they had time to discuss future plans with their pupils. The greatest number, 40%, indicated that they sometimes organised time. 14% indicated that they seldom got sufficient time. 12% of all the respondents showed that the time that they got was very limited.

One can therefore make a conclusion from the statistical record that teachers had no sufficient time to discuss future plans with their pupils. This had adverse results on the relationship of trust. It is in these discussions where the pupils reveal their aspirations about their future and get guidance from their teachers. It may be speculated that the reason why teachers had no

sufficient time to discuss the future plans with their pupils is that they were always overloaded. It is not uncommon in a senior secondary schools in rural areas to find a teacher teaching about 52 periods a week. Under such abnormal circumstances a teacher could hardly afford to have time to discuss with his/her pupils their future plans.

5.3.15. Teachers' Belief in Pupils Contribution to the Discision-making Process of the School

School	A	B	C	D	E	F	TOTAL	%
Yes	8	7	8	5	5	5	38	76,0
No	-	-	1	2	1	2	6	12,0
Uncertain	1	1	-	1	1	2	6	12,0
TOTAL	9	8	9	8	7	9	50	100,0

It is noted with appreciation that the majority of the teachers (76%) believed that pupils could contribute to the decision-making process of the school. 12% of the sample disagreed with the majority. Another 12% of the respondents were uncertain.

One can therefore make a deduction from the statistical record that the majority of the teachers had done away with the traditional culturally embedded attitude that youngsters must be seen, not heard, and must do what they are told without question. If pupils participate in the decision-making process of the school, both the teachers and pupils will understand one another. This understanding will result in mutual trust.

5.3.16. To What Extent Do Pupils Take Part in the Decision-making?

School	A	B	C	D	E	F	TOTAL	%
To a great extent	1	1	2	1	2	-	7	14,0
To a certain extent	7	6	7	6	4	7	37	74,0
Uncertain	1	1	-	1	1	2	6	12,0
TOTAL	9	8	9	8	7	9	50	100,0

It is clear that the majority of the teachers, that is 74%, said that pupils were contributing to the decision-making process but to a certain extent. 14% of the respondents said that pupils were contributing to a great extent. 12% of the respondents was uncertain.

From the statistical data above, one deduces that pupils were not afforded enough opportunities to take part in the decision-making in their schools. This could have affected their relationship of mutual trust with their teachers. Pupils could have regarded this as if they were not taken by their teachers as worthy persons who could take part in the decision-making of their schools.

5.3.17 Reasons Given by Teachers Why Pupils Were Not Contributing to the Decision-making Process Were As Follows

- * "Pupils are still too young to make contributions in the decision-making process of the school."

"Pupils' decisions are unreliable as these decisions may be decisions of certain political organisations"

- * One can conclude with appreciation that teachers were conscious that politics had made inroads into education. It now rested with the teachers to win the hearts of the pupils, otherwise the politicians were to do the job.

5.3.18. Are Pupils Willing to Voice Their Opinions in Class?

School	A	B	C	D	E	F	TOTAL	%
Yes, to a great extent	2	-	2	1	4	2	11	22,0
Yes, to a certain extent	4	7	5	6	3	6	31	62,0
Yes, they do voice their opinion	3	1	2	1	-	1	8	16,0
TOTAL	9	8	9	8	7	9	50	100,0

The foregoing statistical information shows that 22% of all respondents said pupils were willing to voice their opinions to a great extent. 62% of the whole sample, and this was the majority, said that pupils were voicing their opinions but to a certain extent. 16% agreed that pupils voiced their opinions in the class.

It is the assumption of Gunter (1979:59) that the school must:

always beware of degenerating into one-side listening-school in which the teachers do virtually everything for the pupils and have

almost all the say, while the pupils having nothing to do but sit and listen. It is essential for educative teaching that pupils should share (voice their opinions) in activities in the classroom.

From the above citation it appears that pupils' participation in the classroom must be encouraged. There must be a dialogic relationship between the teacher and the pupils in the classroom. The teacher must not be a giver and the educand a mere recipient. The mutual creative participation by both the educator and the educand results in mutual trust. It is therefore noticed with appreciation that all the respondents said their pupils were willing to voice their opinions when in class. This could be a reliable stand on which to build mutual trust between the educator and the educand.

5.3.19. What Teachers Said with Regard to Freedom for Pupils

School	A	B	C	D	E	F	TOTAL	%
Pupils really know freedom with responsibility	1	-	2	-	-	-	3	6,0
Pupils abuse freedom	3	-	3	2	3	4	15	30,0
Pupils need to be taught the balance of freedom with responsibility	5	8	4	6	4	5	32	64,0
TOTAL	9	8	9	8	7	9	50	100,0

The foregoing statistical data shows that 6% of the respondents said that pupils really knew what freedom with responsibility meant. 30% of the whole sample said that pupils abused

freedom. Lastly, 64% of the respondents, ie. the majority, said that pupils needed to be taught the balance of freedom with responsibility.

It is agonising to observe that it was only 6% of the entire sample that said that pupils really knew freedom with responsibility. The entire 94% did not believe that pupils really knew what freedom with responsibility meant. One can therefore conclude by saying that there is a dire need for all parties that are interested in the education of children to conscientise them about the idea of freedom with responsibility.

5.3.20 Does Your School Have Structures Or Organisations That Involve Students in the Decision-making Process?

School	A	B	C	D	E	F	TOTAL	%
Yes	2	3	-	2	-	1	8	16,0
No	6	5	5	4	5	5	30	60,0
Uncertain	1	-	4	2	2	3	12	24,0
TOTAL	9	8	9	8	7	9	50	100,0

As shown above, 16% of respondents, which is a minority, said that they did have structures/organisations which involved students in the decision-making process of their school. 60% of the respondents, which is a majority, said that they did not have structures. 24% of the respondents was uncertain.

For teachers and pupils to build a relationship of trust, there is a need that they work in close

contact. One way of doing this is by forming structures that involve students in the decision-making process in their school. Contrary to this, the majority of the respondents said that they did not have these structures. One can conclude by saying that the absence of these structures had adverse consequences for the realisation of mutual trust between the educators and educands. Pupils might have believed that they were not recognised by the school authorities if they were excluded in the decision-making process. This might have harmed the relationship of trust between pupils and school authorities.

5.3.21 Structures Which Involved Pupils in Decision-making Process in Schools

School	A	B	C	D	E	F	TOTAL	%
Student Representative Council	-	-	-	-	-	-	-	-
Parent-Teacher-Student Association	-	-	-	-	-	-	-	-
A certain politically oriented movement	-	-	-	-	-	-	-	-
All of the above	-	-	-	-	-	-	-	-
None of the above	6	5	5	4	5	5	30	60,0
Uncertain	1	-	4	2	2	3	12	24,0
Other	2	3	-	2	-	1	8	16,0
TOTAL	9	8	9	8	7	9	50	100,0

The above table shows that the majority of teachers (60%) said that all the structures that were on the table were not in their schools. 16% of the respondents said that cultural movements were the structures that involved pupils in decision-making process in their schools. Lastly, 24%

of the respondents were uncertain. From the above analysis one concludes that most schools did not have structures that involved pupils in the decision-making process. This affected the relationship of trust since pupils' exclusion could have been regarded by pupils that they were not recognised by their teachers as worthy persons who could contribute to the decision-making process in their schools.

5.3.22. How Should A Teacher of A Senior Secondary School Be in Order to Maintain Discipline and Mutual Trust with His Pupils?

School	A	B	C	D	E	F	TOTAL	%
Too strict	-	-	-	2	-	-	2	4,0
Strict	1	5	4	4	4	6	24	48,0
Democratic	6	2	-	2	3	1	14	28,0
Permissive	1	-	-	-	-	-	1	2,0
All of the above	1	1	5	-	-	2	9	18,0
TOTAL	9	8	9	8	7	9	50	100,0

The majority of the respondents (48%) said that a teacher should be strict to maintain discipline and mutual trust. 4% said that he should be too strict. Furthermore, 28% of the respondents said that he should be democratic. A very insignificant percentage (2%) said that he should be permissive. Lastly, 18% of the total sample said that he should possess all the qualities that were said above. One therefore concludes that teachers in this district believed that a teacher of a senior secondary school should be strict to maintain discipline and mutual trust. A teacher who is too strict hinders the realisation of mutual trust because creative thinking on the part of

the pupils is suppressed and this affects the relationship of trust between the educator and the educand.

5.3.23. Should A Teacher Have Positive Attitude Towards His Pupils in Order to Strengthen Mutual Trust?

School	A	B	C	D	E	F	TOTAL	%
Strongly agree	8	2	1	4	2	4	21	42,0
Agree	1	6	2	4	4	2	20	40,0
Disagree	-	-	1	-	1	1	3	6,0
Strongly disagree	-	-	1	-	-	-	1	2,0
Uncertain	-	-	4	-	-	1	5	10,0
TOTAL	9	8	9	8	7	9	50	100,0

The above statistical record reflects that the majority (42%) of the respondents strongly agreed that a teacher should have a positive attitude to strengthen mutual trust with his pupils. In this they were supported by 40% of the respondents that agreed that a teacher should have a positive attitude. 6% disagreed with the majority. 2% of the respondents strongly disagreed. 10% was uncertain. One notices with appreciation that the majority of 82% of teachers agreed that a teacher should have a positive attitude towards his pupils in order to maintain mutual trust. Positive attitude of the teacher towards his pupils is a reliable stand on which mutual trust is built. This is even supported by Mashau(1983:3) when he says that for the teacher the outlook has to be positive wherever he meets his pupils.

5.3.24. Does High Teacher-pupil Ratio Affect the Relationship of Trust?

School	A	B	C	D	E	F	TOTAL	%
Yes	8	4	8	8	6	6	40	80,0
No	-	3	1	-	1	1	6	12,0
Uncertain	1	1	-	-	-	2	4	8,0
TOTAL	9	8	9	8	7	9	50	100,0

This question was trying to find out from the respondents (teachers) whether they did realise the effect of high teacher-pupil ratio or overcrowding in classrooms in their teaching which affected the realisation of mutual trust. Responses obtained from the respondents revealed that teachers were fully aware of the outcome of this overcrowding in classes. 80% of the respondents revealed that teachers agreed that high teacher-pupil ratio hinders mutual trust between the educators and educands. 12% disagreed with the majority. Lastly, 8% of the respondents was uncertain.

High teacher-pupil ratio affects the relationship of trust between the teacher and his pupils. Overcrowding in class causes individual attention to be impossible. In this situation it becomes difficult to help each child to develop according to his own ability. Duminy (1985:51) says that large classes leave little opportunity for the principle of individualisation. This means that each child does not feel that he is recognised in the class. This alone affects the relationship of trust between the educator and the educand.

5.3.25. Rate The Factors That Disturb The Realisation Of Mutual Trust According To Their Strength. The Most Disturbing Factor Must Be Rated As 1. Rate Them Until The One Least Disturbing Factor Is Rated As 8.

		Responses	%
1.	Negative attitude of parents towards school:	16	32
2.	Involvement of pupils in party politics	8	16
3.	Lack of the most basic and strong home education	3	6
4.	Breakdown of channels of communication between home and school	5	10
5.	Violence and confrontations in schools	5	10
6.	Total neglect of pedagogical care by parents	4	8
7.	Drug abuse by students	1	2
8.	High teacher-pupil ratio	8	16
TOTAL		50	100

Parents are primary educators. They have an indelible influence on their children. They must always speak positively about the school. Where parents speak ill of the school, pupils' attitude will be negative towards the school. This will affect the relationship of trust between teachers and their pupils. A general deduction from the above table is that the majority of the respondents (32%) felt that the relationship of trust between the educators and pupils was disturbed by the negative attitude of parents towards school. One can therefore conclude that there is a dire need to educate parents about the importance of the school.

5.4 Evaluation of the Results on the Basis of the Stated Hypothesis

There is inadequate realisation of mutual trust between the educator and the educand in some

senior secondary schools in Maphumulo district. On the basis of the responses obtained, the researcher found that the hypothesis that there was a relationship or correlation between inadequate realisation of mutual trust between the educator and the educand and under-actualisation of educative teaching in some senior secondary schools in the Maphumulo district, can be accepted as correct and valid. The major hypothesis was mainly tested by responses numbered 6,8,10,11,14 and 19 of section B of the questionnaire. This was further validated by the responses numbered 7,8,11,12,13 and 20 of section B of the questionnaire for educators. This does not mean that other responses served a minor or no purpose at all. They nevertheless helped bring more light or else shed more validation, on data gained through the use of the aforementioned responses.

That there was inadequate realisation of mutual trust between the educator and educands in this district became abundantly clear when both the educators and the educands said that their relationship was cordial to a certain extent. The rather unsatisfactory response attitude of the majority (cordial to that extent) from both groups suggested that all was not quite well in the area of teacher-pupil relationships. One might assume that there were friction areas which generated that attitude. This situation could obviously be a hindrance to the relationship of mutual trust between educators and educands. This means that affinity was experienced by neither the teachers nor the pupils. The fact that teachers took ~~the~~ pupils' short-comings and failures to a lesser extent further suggested that teachers did not understand their pupils. Pupils trust teachers who accept their shortcomings and failures to a great extent. In Maphumulo district teachers did not understand the short-comings of their pupils. Mutual understanding breeds mutual trust. That there was no mutual trust between the educators and educands in this

district is further proved by the fact that teachers did not give their pupils opportunities to work independently. Steyn, *et al* (1985:221) warns against this when they say that if pupils are not given any opportunity to do things for themselves, to act independently and assume responsibility for their actions, but are ruled, ordered, directed and regulated in every way, such children will never learn to behave in a disciplined way. Pupils who are trusted by their teachers are given opportunities to work independently. They are given this because it is known that they are responsible. It is also known that they know that freedom goes hand in hand with responsibility. This was not the case with Maphumulo district.

Lastly, it was the majority of the teachers (52%) who said that pupils confided in them to a lesser extent. This is an indication that there was no mutual trust between teachers and pupils. In mutual trust pupils confide their secrets, fears, aspirations, and intimate successes in the teachers they trust. It is very interesting to note that 82% of the pupils said that they enjoyed doing certain projects with their pupils.

5.5 Evaluation of the Results on the Basis of Their Impact Or Effect on Educative Teaching.

The conclusion and findings of this study have a number of pedagogical implications on educative teaching. An attempt will be made to elucidate the concept educative teaching before the implications of the findings on educative teaching are discussed.

Educative teaching is concerned with more than a child's intellectual development. It includes the child's emotional and moral development, his beliefs, his skills and will power. In other

words it means that the transmission of knowledge and skills cannot be the only aim of teaching but that attention must also be paid and emphasis placed upon good moral qualities, positive ways of thinking and attractive ideals. Educative teaching is aptly defined by Cilliers (1975:35) when he says that it has to do with the whole person-his physical, intellectual, creative, aesthetic, moral, emotinal, social, and religious development. It can thus be concluded that educative teaching involves the development of the child to fulfil his role as a person.

The findings of this study have the following pedagogical implications on educative teaching.

5.5.1. Teacher-pupils Ration

The high teacher-pupil ration has negative effects on mutual trust between the educator and the educand. It encourages poor individual attention by the teacher. Mutual trust is likely to develop if pupils spend time with teachers on an individual basis or in small groups.

5.5.2 Negative Attitude of Parents Towards the School

Spady (1973) in Cemane (1984:205) says that schools where parents were actively concerned about the quality of their children's education also tended to have higher level of students behaviour and achievement. Time (November 8, 1976) reported on dramatic improvement in student achievement and behaviour as a result of involving inner-city parents in their children's schooling. Parents are primary educators. They have great influence on their children. They must always have positive attitudes towards athe school. Where parents have a negative attitude towards the school, this will affect the relationship of trust between the teachers and pupils.

This was the case in the findings of this research.

5.5.3. Atmosphere Was Both Tense and Relaxed in Schools

Students learn best if the atmosphere is relaxed in their schools. Research findings have revealed that both the educators and the educands concurred with one another that the atmosphere was both tense and relaxed in their schools. In such a situation the educand's creative thinking is stifled because he/she cannot venture into the unknown as he perceives insecurity. This further means that the educand's potentialities are not fully actualised as he cannot venture into the unknown as he does not feel secured. The educator also could not accompany the child so confidently in such a way that the child experiences emotional safety as he advances to moral maturity because the educator does not feel secured.

5.5.4 Pupils Were Not Involved in Decision-making Process in Their Schools

Pupils who participate in school decision-making process in their school develop favourable attitudes towards school, teachers and subject, interact more positively with peers, work more consistently without supervision and learn more than pupils for whom teachers make decisions. Participation in decision-making integrates pupils into school life, they feel recognised as capable of contributing to school management and gain satisfaction through influencing decisions. These experiences result in positive attitude towards the school teachers and the subjects. The positive teacher-interaction, the positive attitudes, the internal commitment etc. all contribute to high levels of learning. The findings of this research have revealed that students were not involved in decision-making process of their schools. This, definitely stifled the creative impulses of these adolescents.

5.5.5 Most of the Educands Were Staying with Their Mothers Only

It is the father who introduces the child to the broader society and the future. A father is a hinge between the family and the outside world. It is the father who gives the child emotional security. If the father does not give the child this emotional security, it means that, that child cannot develop as a balanced person. Furthermore, if the child was not staying with his father while he was still very young, he/she finds it difficult to relate himself/herself with male teachers and other male people.

5.5.6. Appointment of Teaching Personnel

The appointment of teachers who are unqualified or underqualified has negative repercussions on the educational development of the nation, and on the child as an individual. Academic standards are lowered, and the conative development of the child is affected since the child will be compelled to receive inferior education. Furthermore, the lack of a proper educational background might make the pupils unsuccessful in their future educational and career assignments at higher educational institutions.

5.6 CONCLUSION

In this chapter the researcher analysed data acquired through the aid of questionnaires. On the evaluation of data it was pointed out which responses were mainly used to validate the findings. The responses that were chosen by the researcher were meant to test how the educator and the educand in some senior secondary school perceive their relationship. Chapter six (6) also correlates well with what the researcher stated in chapter one (1) where he stated his aims that he will use questionnaires (i.e. quantitative data).

The following chapter is based on the findings, conclusions and recommendations.

REFERENCES

1. Baloyi, R.M. (1992): Authority in Tsonga Secondary Schools
University of South Africa. Pretoria.
2. Calderhead, J. (1984): Teachers. Classroom. Decision-making.
New York. Holt, Rinehart and Winston.
3. Clark, L.C. (1968): Strategies and Tactics in Secondary School Teaching MacMillan. New York.
4. Cemmane, K.B. (1984) The Problem Of The Pedagogic Relationship Between The Educator And The Educand In Black Urban Areas. M.Ed dissertation Kwa-Dlangezwa. University of Zululand.
5. Dreyer, H.J. (1980): The Zulu Adolescent In A Changing Society Academica. Pretoria.
6. Duminy, P.A. and Steyn P.D.G. (1985): Education I. Maskew Miller. Longman. Cape Town.
7. Gunter, C.F.G. (1986): Aspects Of Educational Theory. University of Stellenbosch Press. Grahamstown.
8. Lamb M.E. (1975): Fathers: Forgotten Contributors To Child Development. YaleUniversity. New Haven.

9. Luthuli, P.C. (1984): What Ought To Be In Black Education
Butterworth. Durban/ Pretoria.
10. Mashau, A. (1983): The Teacher Involvement And Study
Success University of South Africa.
Pretoria.
11. Mohanoe P.F. (1983): Education Of The Black Adolescent
University of the North. Sovenga.
12. Steyn, P.A.G. et al (1985): Education 3. Maskew Miller. Longman.
Cape Town.
13. Van Vuuren, J.C.A.J. (1990): Orientation in Pedagogics University of
South Africa. Pretoria.
14. Vrey, J.D (1979): The Self-actualising Educand Pretoria.
University of South Africa.

CHAPTER SIX

6. Conclusions, Findings And Recommendations.

6.1 Introduction

In senior secondary schools where there is a lack of mutual trust between educators and educands, there is often absence of a culture of learning. There is always confrontation between educators and educands. In extreme cases these schools are frequently disrupted and disturbed by the violence and insurrections. Under these circumstances educative teaching is impossible.

In this study the researcher sought to focus on the relationship of trust between the educator and the educand in senior secondary schools of Maphumulo district. The researcher hypothesised that there is inadequate realisation of the relationship of trust between the educator and the educand in this area. This results in under - actualization of educative teaching. As it was mentioned in the first chapter, the problem was stated in the following manner :

"Can inadequate realisation of the relationship of trust be one of the reasons for under - actualization of educative teaching in senior secondary schools of Maphumulo district?"

In trying to answer the above question, the researcher used literature review as a tool for research. Later on the theoretical framework gained through the review of literature was

validated by the use of questionnaires. The questionnaires which were completed by both the teachers and pupils aimed at confirming the supposition that inadequate realisation of the relationship of trust is one of the reasons for under - actualization of educative teaching in Maphumulo district.

6.2.1 Findings Based On Literature Study.

Through the review of literature, the researcher established the following :

- * The foundations of the pedagogic relationship based on mutual trust between the educator and the educand must be initially laid in the home where parents are the primary educators.
- * Mutual acceptance between the educator and the educand is a pre-requisite for the realization of mutual trust. Without reciprocal acceptance between the educator and the educand, it is impossible to establish a sound pedagogic relationship of trust.
- * It also became evident that the provision of safety and security for the educand by the educator is important in both informal and formal education. Consequently, there is a dire need for constant contact between the home and the school.
- * Other relationships (understanding and authority) play a vital part in establishing the relationship of trust. Trust between educators and educands leads to mutual understanding and in turn promotes the opportunity for the educands to accept the

authority of the educators. In fact these constituents of the relationship structure are interwoven. The classroom situation is a viable space for the enhancement of the relationship of trust.

6.2.2 Findings Based On Empirical Investigation.

6.2.2.1 Most Of The Pupils Stayed With Their Mothers Only.

The foundations of the pedagogic structures are better laid in the homes where both parents are available. Where the presence of the father or mother is lacking, the child lacks emotional balance. His relationships with males or females is affected. This is aptly supported by Paine (1976 : 107) when he says that the unavailability of the father or mother leads to a subjective and often prejudiced or biased and limited opinion about men or women. This assertion places a responsibility on male and female teachers to act as compensatory fathers or mothers and show love, warmth and positive interest in the pupils who do not stay with their fathers and mothers. After all, all teachers should act in loco parentis.

6.2.2.2 Atmosphere In Most Schools Is Both Tense And Relaxed.

Educative teaching takes place only where the atmosphere is relaxed. Where the atmosphere is relaxed, everyone is sincere, warm and friendly. Each person is his/her true self and is prepared to open up and become involved. In this atmosphere, the child is prepared to take risks and ventures freely into the unknown. However, if the atmosphere is tense, rigid or cold the participants will be erratic, chaotic, timid and live with fear. This atmosphere is not conducive to the teaching - learning situation.

This study reveals that in schools sampled, the majority of the respondents (teachers and pupils) agreed with one another that the atmosphere in their schools was both tense and relaxed. This situation could obviously be a hindrance to the actualization of the relationship of mutual trust between educators and educands.

6.2.2.3 Pupils Were Not Given Opportunities To Do Their Work Independently By Their Teachers.

This study revealed that it was only 6% of the respondents who said that they gave their pupils opportunities to work independently. Pupils in senior secondary schools have a particular yearning for working independently. This is supported by Steyn et al. (1985 : 218) who maintain that as children grow older, they assume responsibility and accountability for their own words, ideas and actions. They further argue that this can only occur if adults give them (pupils) the opportunity to work independently and to do things for themselves. Contrary to this view, this study indicates that only 6% was given the opportunity to work independently. Under such circumstances pupils' creative impulse is destroyed and the pupils' desire to venture into the unknown is blunted. This affects the relationship of trust. It results in rebelliousness by pupils ;and confrontation with their teachers.

6.2.2.4 Teachers Accepted The Pupils' Failures And Shortcomings To A Lesser Extent.

In all levels of education, there are great variations of ability among pupils. Pupils, especially in senior secondary schools recognise this too and value the teacher who takes this into cognisance when dealing with his class. This is supported by Baloyi (1983 : 255) when he avers

that the teacher who accepts children for what they are, who knows and respects their capacities and their deficiencies will be trusted by his pupils.

This study revealed the contrary. Pupils believed that their teachers accepted their failures and short - comings to a lesser extent. This "lesser extent" response has a negative effect on mutual trust between the educator and the educand. One can also conclude that the principle of individualization or unequalness is not taken into consideration by teachers. Teachers are therefore not adequately accommodative of pupils' failures and weaknesses. This further exacerbates the problem of lack of mutual trust between educators and educands.

6.2.2.5 Pupils Were Not Involved In The Decision - Making Process Of The Schools.

This study revealed that pupils in senior secondary schools of Maphumulo district were not involved in the decision - making process of their schools. This tendency is presumably based or founded on black peoples' philosophy of life. Children in most Black societies are not usually consulted when decisions are taken. They are not expected to question their parents about the authenticity of decisions they take. Unfortunately, this philosophy is not welcomed by children. Adolescents in particular are now exposed to a number of organisations like Youth Brigades, Boys' Brigades, Student Societies, Political Parties and others. If teachers do not consider and consult them on classroom decision - making process, they feel ignored. This disturbs the relationship of trust between teachers and their students. Students then resort to using coercive measures in trying to vent their anger towards teachers who close gates on the decision - making process. The result is usually chaos, conflict, crisis, confrontation, acrimony and anarchy. Educative activities are then brought to a total halt.

6.2.2.6 Teacher - Pupil Ratio Affects The Realisation Of Mutual Trust Between The Educator And The Educand.

The teacher - pupil ratio is too high and not conducive to individualisation. This study has revealed that schools in Maphumulo district were experiencing the problem of high teacher - pupil ratio. Where there is overcrowding in class, effective individual attention may not be possible. Under such circumstances it becomes difficult to help each child to develop according to his own ability. Duminy *et al* (1985 : 51) assert that a very large class leaves little opportunity for the principle of individualisation. They further argue that certain pupils who escape the teachers' notice seldom have the opportunity to answer questions and do not enjoy the stimulation of the teachers' personal attention. The high teacher - pupil ratio hampers the realisation of mutual trust between the educator and the educand as they do not experience close contact or affinity between themselves. Since classes are too overcrowded in Maphumulo district, teachers cannot easily ascertain that there is mutual trust with individual students.

6.2.2.7 Pupils Felt Demoralised When Teachers Were Angry With Them In Class : Exarcabation Of A Rift Between The Two Parties.

Pupils will not always behave as expected of them. They are naughty. Their naughtiness is a sign that they need a strong hand to lead, guide and accompany them. When this happens the teacher must reflect adulthood, responsibility and humanity. He should not show that he has lost his temper in the classroom. He should be patient with his pupils. The teacher should therefore be friendly, firm and sympathetic towards pupils. Empathy should be counted among teachers. This study has revealed that most of the pupils felt demoralised when their teachers were angry with them in class. One concludes that when this happens the atmosphere in the

classroom become tense. Under such tense atmosphere pupils feel insecure. There is no learning where there is insecurity. One further concludes that such a situation tempers with mutual trust which is so vital and fundamental to effective learning. This situation characterises Maphumulo senior secondary schools.

6.2.2.8 Parents Showed Negative Attitude Towards Schools.

This study has revealed that parents never had interest in the affairs of their schools in Maphumulo. The reason for this may be that most of the parents of this area have never been exposed to schooling themselves. Parental attitudes towards education affect children's positive attitudes towards the school. Kuithe (1963 : 17) as quoted in Khathi (1983 : 210) argues that in homes where the child hears education described as a waste of time and teachers regarded as "things", the child will develop an attitude which will handicap him at school. This negative attitude displayed by parents had a negative impact on the relationship between the educators and educands.

6.2.2.9 Students Did Not Know That Mutual Trust Goes Hand In Hand With Responsibility.

It was established in this study that the majority of the pupils did not know that mutual trust goes hand in hand with responsibility. In mutual trust teachers pledge themselves to their pupils by giving them increasing responsibility. In this study the majority of the respondents occasionally felt that trust goes hand in hand with responsibility.

6.3 Recommendations.

In the light of the findings the current researcher makes the following recommendations and suggestions. It is hoped that they may possibly be instrumental in building the relationship of mutual trust between the educators and educands which is a problem in senior secondary schools of Maphumulo district.

6.3.1 Establishment Of The Culture Of Learning And Teaching Through Encouraging Cooperation With The Parent Community.

The relationship of trust between the educator and the educand has been seriously affected in a changing society. The rapid changes due to politicisation and the violence has caused a serious estrangement between the educator and the educand, especially in black communities. The intervention of politicians must indeed be held accountable for the absence of the culture of learning in schools. Both the educator and the educand are in need of assistance in order to develop a pedagogic relationship of trust between themselves. It is therefore, recommended that a culture of learning be established in black communities by introducing, inter alia, the following :-

outreach programmes whereby parents will be invited and be introduced into ways that involve them in the education of their children. Teachers need to be educated in tact and skill that would woo parents so that they make meaningful input in the education of their children.

6.3.2 The Necessity For The Establishment Of Parent - Teacher - Pupils Associations.

It was pointed out in chapter two that the primary task and the responsibility of education belongs to and rests with the family. There should be harmonious relationship between the family and the school. The child's education is not solely the responsibility of the school and it is essential that the teachers encourage the active support of the parents. Parents therefore, have a vital role to play in the life of the school. Coupled with the involvement of parents in educational matters is the involvement of students in the decision - making process. The present generation of black senior secondary adolescents seems to have been misdirected. For authentic mutual trust to occur between teachers and pupils, the two parties need to be educated on participative decision - making. This active involvement of parents, teachers, and students at local level will have to lessen the traditional fear parents have in communicating with youth about serious community matters and minimise the ill effects of the so called age gap. This means that there will be mutual relationship between parents, teachers and students. In this closeness there will be communication and openness. They will come to understand one another better. This will probably result in affinity among all the stakeholders. The negative attitude of the parents towards the school will, possibly, be wiped out.

6.3.3 The Necessity For Seminars, Workshops, "Get - Togethers", Parents Evenings, Etc."

There is a need to encourage seminars, workshops and "get - togethers" where both teachers and parents will be given guidance and direction on the implementation of mutual trust with their children.

6.3.4 The Necessity For Newsletters In Schools.

The end - of - the year school magazine can be used to build mutual trust between the educators and the educands. Newsletters should display photographs of pupils who have excelled in various activities, a message from the committee chairman and the principal, which contain direct, specific, easily understood comments, and specific news of classes and students achievements as well as achievements in extra - mural activities. Pupils who have achieved or excelled will realise that their achievements is recognised and praised by the school. They will have a positive attitude towards the school.

Students must also be encouraged and guided in the correct use of the newsletters. Their creative abilities should be called for. There should also be an appreciation of their collective attempts at promoting the good tone, acceptable, positive morale of the school, and further suggestions should be offered on how they can continue promoting and enhancing a good image of their alma - mater even when they have left school. This involvement of educators and educands builds trust between them. It helps teachers, parents and students to co-operate and to look at their school positively. The researcher suggests that this should happen in Maphumulo senior secondary schools.

6.3.5 The Necessity Of Inculcating Freedom With Responsibility In Pupils.

Freedom goes hand in hand with responsibility. This is supported by Luthuli (1985 : 21) when he maintains that freedom is within the confines of responsibility and accountability. True freedom will, therefore, always be freedom which voluntarily accepts responsibility. Where pupils are not educated in the proper balance of freedom with responsibility there will be abuse of freedom by pupils. This will then impact negatively on mutual trust. In order to inculcate

a sense of responsibility in pupils, it is suggested that they be exposed to what responsibility is. For example, pupils could be given freedom to elect their own student representative councils. However, these councils need authoritative guidance otherwise they degenerate into societies that enhance chaos in schools.

6.3.6 Verbal Communication Between Educators And Educands To Be Encouraged As A Solid Base For Mutual Trust Between Educators And Educands.

Teachers should allow pupils to feel free to discuss their desires. This will give teachers a chance of knowing more about children including their problems in school and life in general. Pupils will also learn about their teachers' likes and dislikes. In this openness there will be mutual trust between the two parties. There is a need of a spirit of transparency between teachers and pupils.

6.3.7 Underqualified And Unqualified Teachers Should Be Assisted To Upgrade Their Qualifications Because That Has A Bearing On Trust.

Experience has taught that a teacher who is well educated forms relationships with his pupils easily. Khubisa (1991 : 132) says that nowadays children show interest in teachers' academic qualifications. The moment they establish that a teacher is academically underqualified, they doubt his epistemic stand unless he proves the contrary. Teachers who are either underqualified or unqualified are assumingly not stable and relaxed. Sometimes when questions are posed by the pupils they believe that their epistemic authority is challenged. Their answers usually go the same way " Your question is not aiming at getting knowledge. You just want to know how much I know." Khubisa (1991 : 132) further says that problems of the relationship of trust will

abound when one party between the educator and the educand feels that his/her integrity is challenged. It is therefore recommended that :

Teachers who are unqualified and underqualified upgrade their professional and academic qualifications through the relevant higher educational institutions that provide lessons on part - time, distance and full time basis. This will boost their self - concept which will lead to forming relationships with other people easily. A person with an inferiority complex does not relate easily with other people. It is therefor the task of the Kwa Zulu - Natal Education Department to ensure that teachers in Maphumulo district have their qualifications upgraded. The district office, the principals' association and teachers organisations can also constructively help in this regard.

6.3.8 Schools To Be Established As Community Learning Centres For Parents.

In chapter two it was revealed that many children have never experienced proper father - child relationships or mother - child relationships. Fathers have abdicated the responsibility of educating their children. Their wives have taken over. Their wives are sometimes conditionally accepted by their children because they are uneducated. It becomes worse where mothers have abdicated the responsibility of educating their children. This shortcoming can be remedied by making schools community learning centres for parents. In such centres issues such as guidance in the upbringing of children and parent - child relationship could receive attention. In short, child counselling, development of the child's personality and orientation towards acceptable behaviour could become issues of concern.

6.3.9 Pupils Must Be Given Opportunities To Work Independently.

Pupils must always be given opportunities to work independently. According to Steyn, Bisschoff, Behr and Vos (1985 : 221)

It is important to allow children as much freedom and opportunities to exercise freedom as they are capable of. If children are not given any opportunities to do things for themselves, to act independently and assume responsibility for their actions, but are controlled, ruled, ordered and regulated in every way, such children will never learn to behave in a disciplined way. When children show that they can and want to do something on their way to adulthood they should be given opportunity to do so.

This quotation shows that pupils must be given opportunities to do things on their own and, in the sampled schools, this was not happening. It is therefore suggested that Maphumulo senior secondary school teachers must be taught that they should create opportunities where pupils work independently. Again, teachers still need to be taught the essence and the importance of a periodic break away in the guidance of children.

6.3.10 The Necessity Of Guidance Centres.

Schools in Maphumulo district need, as a matter of urgency guidance centres or guidance clinics. If the schools do not have guidance counsellors, teachers must be quickly given

guidance lessons. When teachers begin to assume the role of guidance counsellors trust with their pupils will be enhanced.

6.4 Future Research.

During the course of this study it became abundantly evident that more research is still required in this sphere and it is recommended that the following research projects be undertaken.

- * Teachers' input in the collapse of teacher-student relationship.
- * The senior secondary school educator and the inculcation of freedom with responsibility in pupils.
- * The significance of Parent - Teacher - Pupil relationship in school organisation.
- * Students and teachers in co-operative and participative decision making - Implications for mutual trust.

6.5 Conclusion.

In this study the following points have been unveiled.

The family is the foundation where the pedagogic structures should initially be thoroughly laid.

- * Industrialisation has negatively affected the parent - child relationship.

- * The question of mutual trust without love, acceptance, respect, and warmth does not exist.
- * The process of venturing together pedagogically between the educator and the educand cannot occur if there is no mutual trust which is based on acceptance, love and respect.
- * Verbal communication between the teacher and the pupil is vital for the realisation of the relationship of trust.
- * Mutual trust reveals itself in mutual fidelity, acceptance and pledging.
- * Mutual involvement of teachers and pupils in all educational matters results in mutual trust between these two parties.
- * The question of mutual trust between educators and educands is a matter of urgency for Maphumulo district. If it is quickly attended to it will have some positive effects on educative teaching. It will help eliminate confrontation and restore the learning culture. Confrontation and chaos are so generally rampant in senior secondary schools and Maphumulo is no exception to this. It is the task of all stakeholders in education to ascertain that there is mutual trust between educators and educands.

6.5

REFERENCES

1. Baloyi, R.M. (1992) : Authority in the Tsonga Secondary School.
MED dissertation University of South Africa. Pretoria.
2. Duminy, P.A. and Steyn, P.D.G. (1985) : Education I. Maskew. Miller. Longman.
Cape Town.
3. Khathi, L.J. (1990) : An Investigation Of Some Socio -
Educational Factors Contributing To High
Failure Rate In Matric In Kwa Zulu. MED
dissertation. University of Zululand.
Kwa-Dlangezwa.
4. Khubisa, N.M. (1991) : A Focus On The Pedagogic Relevance Of
The School In Harmonizing Education For
Individual Autonomy With Responsibility
Citizenship. Implications For a School
Curriculum. MED Dissertation University
of Zululand. Kwa-Dlangezwa.
5. Luthuli, P.C. (1985) : What Ought to be in Black education.
Butterworth. Durban.
6. Paine, K.R. (1976) : A Fundamental Pedagogical Approach To

Parental Support and Availability in
Education with Special Reference to the
Role of the Father. University of South
 Africa. Pretoria.

7. Steyn, P.D.G, Behr, A.L, Bisschoff, T.C and Vos, A.J (1985) :

Education 3. Maskew. Miller. Longman.

BIBLIOGRAPHY

1. Ary, D. Jacobs, L.C. and Razavieth A.(1979):
Introduction to Research and Education
London. Holt.
2. Baloyi, R.M. (1977):
An Investigation into the Pedagogical Accountable Implementation of Authority in Tsonga Secondary School. Pretoria.
3. Baloyi, R.M. (1992):
Authority in the Tsonga Secondary School.
MED dissertation University of South Africa. Pretoria.
4. Barnard, F (1986):
A view of Humor and Education In Fundamental Pedagogics in Educare
volume 15.1. Pretoria. University of South Africa.
5. Best, J.W.(1977):
Research in Education Englewood. Prentice - Hall.
6. Bondesio, M.J. and Calitz, L.P. (1990):
Riglyne by Die Skrywer Van 'N Skripsie. Verhandelng of Proefskrif Vir Magister En Doktorale Studente. Pretoria.
Universiteit Van Pretoria.
7. Borg, W. and Gall D (1981):
Educational Research London: Longman.
8. Calderhead, J. (1984):
Teachers. Classroom. Decision-making.
New York. Holt.

9. Cemane, K.B. (1984): The Problem of the Pedagogic Relationship between the educator and the educand in Black Urban Areas. Kwa-Dlangezwa. University of Zululand.
- 10 Child D. (1986): Education Psychology. New Jersey. Prentice Hall.
11. Cilliers, J. L le, (1975): Education and the Child. Durban. Butterworth
12. Clark, L.C. (1968): Strategies and Tactics in Secondary School Teaching. New York. MacMillan.
13. Cohen, L and Manion, L(1980): A Guide to Teaching Practice. London. Routledge.
14. Collins, E. (1954): Concise Oxford Dictionary. London. Oxford University.
15. Coulins, J. (1978): The New Oxford illustrated Dictionary. England. Oxford University Press.
16. De George, R.T(1972): The Nature and Limits of Authuority. Kansas. University Press.
17. De Jager, P.L. Reelee, G., Oberholzer, M.O. and Landman W.A. (1988): Fundamental Pedagogics: Science, Content and Practice. Cape. N.G. Kerkboekhandel.
18. De Vries, P. (1974): Fundamental Pedagogics. Goodwood. Via

Afrika.

19. Dirkmeyer, D (1967): Child Development Research and the Elementary School Teacher. Elementary School Journal Volume 67 pp 310-316.
20. Dreyer, H.J. (1980): Adolescent in a changing Society Pretoria. Academica.
21. Du Plooy, J.L. (1983): The Phenominon of Liberty in: Educare vol. 12.2. Pretoria. University of South Africa.
22. Du Plooy, J.L, Griessel, G.A, J And Oberholzer, M.O(1982): Fundamental Pedagogics for Advanced Students. Pretoria. HAUM.
23. Du Plooy, J.L.and Kilian, C.J.G.(1985): Introduction to Fundamental Pedagogics. Pretoria. HAUM.
24. Du Toit, J.S. & Kruger N (1991): The Child An educational Perspective. . Durban. Butterworths
25. Duminy, P.A. (1967): African Pupils and Teaching Them. Pretoria. Van Schaik LTD.
26. Duminy, P.A. and Steyn P.D.G. (1985): Education I. Cape Town. Maskew Miller. Longman
27. Eisenberg, S (1979) : Helping Clients with Special Concerns. Chicago. Rand McNally Publishing Company.

28. Evans, K.M. (1971): Planning Small Scale Research Slough
N.F.E.R
29. Flexner, B. (1979): Readers' Digest Word Finder. London The
Readers' Digest Association
30. Fowler, H W and Fowler, F G (1964): The Concise Oxford Dictionary. Oxford.
Clarendon press.
31. Fox, D.J. (1969): Research Process in Education. Holt,
Richart and Winston.
32. Gay, L.R. (1981): Education Research. Competencies for
Analysis and Application. Columbus.
Merrill.
33. Gilbert, A.J. (1982): A Socio-psychological Study Of The
Unrest in African Schools. Kwa-
Dlangezwa. University Of Zululand.
34. Good C.V.(1972): Essentials of Educational Research. New
York. Appleton.
35. Griessel, G.A.T. (1982): Philosophy of Education. Pretoria Via
Africa
36. Griessel, G.A.T. and Oberholzer, M.O.(1982): Philosophy of Education. Pretoria Via
Africa
37. Gunter, C.F.G. (1986): Aspects of Educational Theory.
Grahamstown. University of Stellenbosch
Press.

38. Hamman, R.L. (1981): Philosophy and Education. Alternatives in Theories and Practice. Illinois Interstate printers and publishers.
39. Hanks, P (1989): Dictionary of English. London. Collins
40. Hlatshwayo, B.C. (1992): Corporal Punishment in the Department of Education and Culture in Kwa-Zulu. Schools Kwa Dlangezwa. University of Zululand
41. Jones, H.E. (1988): Adolescence in Our Society. New York. Engelwood and Cliff.
42. Kay, N.C. (1971) : Practical Teaching. London. Evans Brothers United.
43. Khathi, L.J. (1990): An Investigation Of Some Socio - Educational Factors Contributing To High Failure Rate In Matric In Kwa Zulu. Kwa-Dlangezwa University of Zululand.
44. Khubisa, N.M. (1991): A Focus On The Pedagogic Relevance Of The School In Harmonizing Education For Individual Autonomy With Responsibility Citizenship. Implications For a School Curriculum. Kwa-Dlangezwa University of Zululand..
45. Kilian, C.J.G. and Viljoen, T.A. (1974): Fundamental Pedagogics and Fundamental

- Structures. Durban. Butterworths.
46. Lamb M.E. (1975): Fathers: Forgotten contributors to child development. New Haven. Yale University.
 47. Landman, W.A. (1977): Fundamentele Pedagogiek en Onderwyspraktik. Durban . Butterworths.
 48. Landman, W.A, Kilian, C.J.C, Swanepoel, E.M. and Bodenstein, H.C.A. (1982):
An Introductory Reader In Fundamental Pedagogics for the Student and the Teacher. Cape Town. Juta and Co.
 49. Langeveld, M.J. (1965): Beknopte Theoretische Pedagogiek. Groningen. Woltershoordhoff.
 50. Le Roux, J (1982): Themes in Sociopedagogics. Pretoria. Van Schaik.
 51. Luthuli, P.C. (1981): The Philosophical Foundation of Black Education in South Africa Durban, Butterworths.
 52. Luthuli, P.C. (1982): An Introduction to Black-oriented Education in South Africa Durban, Butterworths.
 53. Luthuli, P.C. (1985): What Ought to be in Black education. Durban. Butterworth.
 54. Mahlangu, D.M.D. (1987): Educational Research Methodology. Pretoria. De Jager Haum.

55. Manion, L. (1980): Research Method in Education. London. Sage publications.
56. Marks, K. (1985): Classroom Control : Understanding and guiding classroom behaviour. British Psychological Society and Methuen. New York. British psychological society and Methew
57. Mashau, A (1983): Relationship between Teacher Involvement and Study Success in Tsonga Secondary Schools. Pretoria. University of South Africa.
58. Mason E.J. and Bramble, W.J. (1978): Understanding and Conducting Research. New York, Macgraw Hill book Co.
59. Mbanjwa, M (1990): Certain Available Services for Street Children. Conference on a educational perspective on streetchildren at the University of Zululand (Umlazi Campus) 1990/09/07.
60. McKendrick, B. And Hoffman, W. (1990): People and Violence in South Africa. Oxford. Oxford University Press.
61. Mlondo, N.M. (1987) The Educational Role of a Black Working Mother. Kwa-Dlangezwa. Univeristy of Zululand.

62. Mohanoe, P.E. (1983): A Socio-pedagogical Perspective on the Education of the Black Adolescent. Pietersburg, University of the North.
63. Msimang, C.T. (1975): Kusadliwe Ngohudala. Durban. Via Africa Publishers.
64. Mwanwenda, T.S. (1989): Educational Psychology. An African Perspective. Durban. Butterworth.
65. Ndlovu, T. P. (1990): The Childs Ability to Form a Proper Balance Between a Pedagogic Freedom and Pedagogic Authority Constitutes Authentic Pedagogic for the Pre-Primary School Educator. Kwa-Dlangezwa. University of Zululand.
66. Ngcobo, W.B. (1986): A Pedagogic - didactic Evaluation of Discipline in Black Secondary Schools With Special Reference to Kwa-Zulu. Kwa-Dlangezwa. University of Zululand.
67. Oosthuizen, J.D, Mulder, J.C. and Van B. Vaughan (1981): Special Empirical Education (BED): Only guide for OSE 401-D. Pretoria. Univeristy of South Africa.
68. Ozman, H.A and Craver, S.M. (1989): Philosophical Foundations of Education. Columbus Ohio. Merril Publishing

Company.

69. Paine, K.R. (1976): A Fundamental Pedagogical Approach To Parental Support and Availability in Education with Special Reference to the Role of the Father. Pretoria. University of South Africa.

70. Pitout, D.N, Smith, A.G., Windell, J.H.J. and Steinmann, C.F. (1993): Teachers Handbook for Education. Pretoria, Academic.

71. Pretorius, J.W.M (1979): Opvoeding. Samelewing. Pretoria. J.L. van Schaik.

72. Raffin, P.J. (1993) : Winners Without Losers. Boston/Toronto. Allyn & Bacon.

73. Reeler, G, Munnik, M and le Roux , K. (1985): Education Study guide I for Edu 100-K Pretoria. University of South Africa.

74. Reid, J.V.O. (1980): The Role of Educators in the Attainment of a Just and Fair Dispensation Conference on Education at East London on 1986/07/08.

75. Remplein, J.V. (1980): Communication in the Classroom. California. Addison - wesley publishing Co.

76. Rilinga, S.S. (1976): Adulthood in Pedgogical Perspective and its significance in designing a model for Black Education. Pretoria: University of South Africa.

77. Robinson, A (1980): Principles and Practice of Teaching. London. George Allen and Urwin.

78. Smith, A.J. (1981): Fundamental Pedagogics (notes for BED)
Only study guide for OEP 401-M.
Pretoria. University of South Africa.

79. Stanford, G. and Roark, A.E. (1974) : Human Interaction In Education. Boston.
Allyn and Bacon Inc.

80. Steyn, P.D.G, Behr, A.L, Bisschoff, T.C and Vos, A.J (1985):
Education 3. Cape Town Maskew Miller
Longman.

81. Stoker, H.G. (1967): Oorsprong en rigting: deel I. Tafelberg
uitgewers

82. Strasser, S. (1969): The Idea of a Dialogial Phenomenology.
Pittsburg. Duequesne University Press.

83. Thatcher, V.S. (1971): The New Webster Encyclopedic Dictionary
of the English Language. Chicago.
Consolidated Book Publishers.

84. Thembela, A.J. & Walters R.A. (1984) : Teaching Science 3. Cape Town.

Maskew Miller Longman (Pty) LTD.

85. Time 8 October 1976

86. Unions, C. J. (1973): The shorter Oxford Dictionary on History Principles. London. Oxford University Press.

87. Urbani, G. (1982): The Problem Surrounding Children with genetic impairments. Pretoria H S R C.

88. Van den Aardweg, E.M. van den Aardweg, E.D. (1988): Dictionary of Empirical Education. Pretoria. A and E Enterprise.

89. Van der Vliet, E (1981): Moral Education, a Study in th Theory and Application of the Sociology of Education. New York Free Press

90. Van Rensburg, C.J.J. and Landman, W.A. (1988): Notes on Fundamental - Pedagogics - Concepts - And Introductory Orientation. Pretoria N.G. Kerkboekhandel.

91. Van Schalkwyk, O.J. (1988): Education System Theory and Practice. Alkantrant. Alkanto Publishers.

92. Van Vuuren, J.C.A.J. (1990): Orientation in Pedagogics Pretoria. University of South Africa.

93. Vilakazi, A (1962): Zulu Transformation. A study of the dynamics of Social change.

Pietermaritzburg. University of Natal.

94. Viljoen, T.A. and Pienaar, J.J. (1971): Fundamental Pedagogics. Durban
Butterworths.
95. Vrey, J.D (1979): The Self-actualising Educand Pretoria.
University of South Africa.
96. Worrel, J and Nelson S.M (1974): Managing Instructional Problems. A case
study workshop. New York. Mc Graw -
Hill.

APPENDIX A

P.O.Box 13295
KwaNdengezi
3607

2 June 1995

The Secretary
The Department of Education and Culture
Private Bag X0
ULUNDI
3838

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

I hereby apply for permission to conduct educational research in your department. This research is essential in the completion of my Masters of Education studies with the University of Zululand.

The topic of my dissertation is: *AN EVALUATION OF THE SIGNIFICANCE OF MUTUAL TRUST BETWEEN THE EDUCATOR AND THE EDUCAND AND IT'S EFFECT ON EDUCATIVE TEACHING WITH SPECIAL REFERENCE TO SOME SELECTED SCHOOLS IN MAPHUMULO DISTRICT.*

The research itself will be conducted in some Senior Secondary Schools in Maphumulo circuit only.

I believe this research, when completed, will also be beneficial to the KwaZulu-Natal Department of Education and Culture. I am prepared to reveal research data to your department if you so wish.

Thanking you in anticipation.

Yours faithfully.

NTULI M.B.

**University of
Zululand**

**Universiteit van
Zoeloeland**



✉ Private Bag X1001
Privaatsak
KWADLANGEZWA 3886
South Africa
(0351) 93911
☎ 'Unizul'
SA 631311
FAX (0351) 93735

Ref./Verw.

4 October 1995

Ref./N.M.Khubisa
Ext. 2597. UZ
UL I/95 Reas..

The Secretary
KwaZulu-Natal Education Department
Private Bag X0
ULUNDI
3838

Dear Sir

**RE: MR B NTULI - REGISTRATION NO. 770319 - Med PHILOSOPHY OF
EDUCATION STUDENT - UNIVERSITY OF ZULULAND - APPLICATION FOR
PERSMISSION TO DO RESEARCH**

Sir, the above issue refers.

The candidate mentioned above is doing an Med degree under the supervision of Professor P C Luthuli and Mr N M Khubisa, both of the Department of Philosophy of Education at the Univesity of Zululand. I humbly request that he be afforded a chance of doing fieldwork. His research topic is very relevant to the most pressing problems in our schools. It may help solve some of them through it's findings and recommendations. Copies of dissertations will be forwarded to you after the completion of the study.

The candidate deals with mutual trust between educators and students. This is a relationship structure constituent which is very vital for educative teaching. The cnadidate himself will monitor this emperical research.

Title/Topic of the Med research is : ***AN EVALUTATION OF THE SIGNIFICANCE OF
MUTUAL TRUST BETWEEN THE EDUCATOR AND THE EDUCAND AND IT'S
EFFECT ON EDUCATIVE TEACHING WITH SPECIAL REFERENCE TO SOME
SELECTED SCHOOLS IN MAPHULULO DISTRICT***

Thanking you, Sir, in anticipation

Yours sincereley

N M KHUBISA (MR)
(Co-Promotor)

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

Province of KwaZulu-Natal / Isifundazwe saKwaZulu-Natal / Provinsie KwaZulu-Natal

Street Address/Ikheli ohlala kulo/Straataadres:
228 Pietermaritz Street, Pietermaritzburg

Telephone/Ucingo/Telefoon: (0331) 552111

Postal Address/Ikheli lokuposa/Posadres:
Private Bag 9044, Pietermaritzburg 3200

Fax/Isikhahlezi/Faks: (0331) 943808

Enquiries : Mr D V Bromley
Reference : 2/12/2/3
Tel: (0331) 552111 x 2335

Mr M B Ntuli
P O Box 13295
KWA NDENGEZI
3607

16 November 1995

Dear Mr Ntuli

**PERMISSION TO CONDUCT RESEARCH ON: AN EVALUATION OF THE SIGNIFICANCE OF
MUTUAL TRUST BETWEEN THE EDUCATOR AND THE EDUCAND**

Your previous correspondence has reference. The delay in responding is regretted.

1. Permission is hereby granted to you to conduct research in the KwaZulu-Natal schools that have been selected for your study, provided that:
 - 1.1 you work through the senior deputy chief education specialists of the areas concerned;
 - 1.2 prior arrangements are made with the principals concerned;
 - 1.3 participation in the research by teachers or pupils is on a voluntary basis;
 - 1.4 the administration of the questionnaires does not disrupt the teaching programme;
 - 1.5 all information obtained is treated confidentially and used for academic purposes only.
2. Kindly produce a copy of this letter when visiting the schools.
3. The Department wishes you every success in your research and looks forward to receiving a copy of the findings.

Yours sincerely


ACTING SUPERINTENDENT-GENERAL

Appendix "F"

Questionnaire to Senior Secondary Pupils (Std 8, 9 and 10)

Instructions

These questions are based on the research topic entitled *"AN EVALUATION OF THE SIGNIFICANCE OF MUTUAL TRUST BETWEEN THE EDUCATOR AND THE EDUCAND AND IT'S EFFECT ON EDUCATIVE TEACHING WITH SPECIAL REFERENCE TO SOME SELECTED SCHOOLS IN MAPHUMULO DISTRICT"*

Please complete by putting a cross (x) or a tick (✓). Choose only one answer in every question.

Confidentiality

Your answers will be treated as confidential and no other person will know you have responded to questions. That is why you are not required to write down your name or the name of your school.

SECTION A - Personal particulars

1. What is your age range?

10 - 15	<input type="checkbox"/>	1
15 - 20	<input type="checkbox"/>	2
20 and above	<input type="checkbox"/>	3

2. Your class?

Std 8	<input type="checkbox"/>	1
Std 9	<input type="checkbox"/>	2
Std 10	<input type="checkbox"/>	3

3. Sex?

Male	<input type="checkbox"/>	1
Female	<input type="checkbox"/>	2

4. With whom do you stay at home?

Mother	<input type="checkbox"/>	1
Father	<input type="checkbox"/>	2
Both mother and father	<input type="checkbox"/>	3
Grandmother	<input type="checkbox"/>	4
Grandfather	<input type="checkbox"/>	5
Both grandmother and grandfather	<input type="checkbox"/>	6
Aunt/uncle	<input type="checkbox"/>	7

Stepmother	<input type="checkbox"/>	8
Stepfather	<input type="checkbox"/>	9
Cousin	<input type="checkbox"/>	10
Other (specify).....	<input type="checkbox"/>	11

SECTION B - Pupils' feelings about mutual trust/ about their relationship with their teachers

5. Do you enjoy being at your school?

Yes	<input checked="" type="checkbox"/>	1
No	<input type="checkbox"/>	2
Uncertain	<input type="checkbox"/>	3
Other (specify)	<input type="checkbox"/>	4

6. How would you explain your relationship with your teachers?

Very cordial	<input checked="" type="checkbox"/>	1
Cordial to a certain extent	<input type="checkbox"/>	2
Bad	<input type="checkbox"/>	3
Uncertain	<input type="checkbox"/>	4
Other (specify)		
.....	<input type="checkbox"/>	5

7. Do you enjoy doing certain projects with your teachers?

Yes	<input checked="" type="checkbox"/>	1
No	<input type="checkbox"/>	2

If no, explain in two lines why you do not enjoy that:

.....
.....

8. How would you describe the atmosphere in your school?

Tense	<input type="checkbox"/>	1
Relaxed	<input type="checkbox"/>	2
Both tense and relaxed	<input type="checkbox"/>	3
Moderately good	<input checked="" type="checkbox"/>	4

9. What makes you enjoy working with your teachers?

- | | | |
|--|-------------------------------------|---|
| They are very friendly | <input type="checkbox"/> | 1 |
| They are very firm | <input type="checkbox"/> | 2 |
| They are democratic | <input type="checkbox"/> | 3 |
| They love us | <input type="checkbox"/> | 4 |
| They give us a lot of work | <input type="checkbox"/> | 5 |
| They guide us when doing our tasks | <input type="checkbox"/> | 6 |
| They give us opportunities of doing our work/assignments independently | <input checked="" type="checkbox"/> | 7 |
| All of the above | <input type="checkbox"/> | 8 |

10. Would you say that your teachers believe that you can work independently?

- | | | |
|-----------|-------------------------------------|---|
| Yes | <input checked="" type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |
| Uncertain | <input type="checkbox"/> | 3 |

11. Do you think that mutual trust between teachers and pupils goes hand in hand with responsibility?

- | | | |
|------------------------|-------------------------------------|---|
| I always feel so | <input checked="" type="checkbox"/> | 1 |
| I occasionally feel so | <input type="checkbox"/> | 2 |
| I never feel so | <input type="checkbox"/> | 3 |
| Uncertain | <input type="checkbox"/> | 4 |

12. What usually occurs to you when you have done a good thing?

- | | | |
|---|-------------------------------------|---|
| I am praised | <input type="checkbox"/> | 1 |
| I am encouraged to work harder verbally | <input type="checkbox"/> | 2 |
| Good remarks are written on my exercise book | <input type="checkbox"/> | 3 |
| I am congratulated by the teacher and the class | <input type="checkbox"/> | 4 |
| I get all of the above | <input checked="" type="checkbox"/> | 5 |
| Nothing is done | <input type="checkbox"/> | 6 |

Uncertain

☐ 7

13. To what extent do your teachers accept your failures and shortcomings?

To a great extent

☒ 1

To a certain extent

☐ 2

To a lesser extent

☐ 3

14. Do you accept your teachers as people who are specialists in the subjects they offer?

Yes

☒ 1

No

☐ 2

Uncertain

☐ 3

15. If yes, to what extent?

To a great extent

☐ 1

To a certain extent

☒ 2

To a lesser extent

☐ 3

16. Do you sometimes feel that your teachers do not care about you as an individual?

I always feel so

☒ 1

I occasionally feel so

☐ 2

I never feel so

☐ 3

Uncertain

☐ 4

17. Do you feel free to discuss your future plans with your teachers?

Yes

☒ 1

No

☐ 2

Uncertain

☐ 3

18. If yes, how often do you discuss your future plans with your teacher?

I have always done so

☐ 1

I seldom have time to do so

☒ 2

I never have time to do so

☐ 3

19. How do your teachers react when you discuss with them your future plans?

- | | | |
|-----------------------|-------------------------------------|---|
| They give me advice | <input checked="" type="checkbox"/> | 1 |
| They guide me | <input type="checkbox"/> | 2 |
| They only instruct me | <input type="checkbox"/> | 3 |

20. Would you say discipline:

- | | | |
|---|-------------------------------------|---|
| makes pupils responsible | <input type="checkbox"/> | 1 |
| puts pupils in order | <input type="checkbox"/> | 2 |
| opens more channels for communication between teachers and pupils | <input type="checkbox"/> | 3 |
| all of the above | <input checked="" type="checkbox"/> | 4 |
| none of the above | <input type="checkbox"/> | 5 |
| uncertain | <input type="checkbox"/> | 6 |

21. How do you feel when your teachers are angry with you in class?

- | | | |
|--|-------------------------------------|---|
| We feel happy | <input type="checkbox"/> | 1 |
| We take it as a joke | <input type="checkbox"/> | 2 |
| We feel threatened | <input checked="" type="checkbox"/> | 3 |
| We ignore them | <input type="checkbox"/> | 4 |
| We think it is part and parcel of the way we should work | <input type="checkbox"/> | 5 |
| We feel demoralised | <input type="checkbox"/> | 6 |
| Uncertain | <input type="checkbox"/> | 7 |

22. Would you say correction that follows your wrong doing makes you:

- | | | |
|--|-------------------------------------|---|
| change for the better | <input type="checkbox"/> | 1 |
| grow in all good ways | <input type="checkbox"/> | 2 |
| advance in knowledge and wisdom | <input checked="" type="checkbox"/> | 3 |
| love your teachers for their elderly leadership and guidance | <input type="checkbox"/> | 4 |
| change and become serious with life | <input type="checkbox"/> | 5 |
| all of the above | <input type="checkbox"/> | 6 |

- none of the above ☐ 7
- uncertain ☐ 8
23. Would you ^{EQUATE YOUR TO} ~~say~~ teachers ~~are~~ your parents?
 ^{^ ^} ^{^ ^}
- Yes to a great extent ☒ 1
- Yes they are ☐ 2
- Yes to a lesser extent ☐ 3
- They are not ☐ 4
- Uncertain ☐ 5
24. This is what I can say about the care
we get from teachers:
- They treat us equally and justly ☐ 1
- They really love us all ☒ 2
- They care for our needs ☐ 3
- They give us security and warmth ☐ 4
- They attend to all of us fairly ☐ 5
- They do all of the above ☐ 6
- Uncertain ☐ 7
25. I love my teachers because:
- They treat us like their children ☐ 1
- They are teaching us good behaviour ☐ 2
- They reprimand us when we have done
wrong ☐ 3
- They are always sober ☐ 4
- They are role models and exemplary
in all ways ☒ 5
- All of the above ☐ 6
- None of the above ☐ 7
- Uncertain ☐ 8

THANK YOU FOR YOUR CO-OPERATION!

Appendix "E"

Questionnaire to Senior Secondary Teachers (Stds 8, 9 and 10)

Instructions

These questions are based on the research topic entitled *"AN EVALUATION OF THE SIGNIFICANCE OF MUTUAL TRUST BETWEEN THE EDUCATOR AND THE EDUCAND AND IT'S EFFECT ON EDUCATIVE TEACHING WITH SPECIAL REFERENCE TO SOME SELECTED SCHOOLS IN MAPHUMULO DISTRICT"*

Confidentiality

Your answers will be treated as confidential. You are not required to write down your name or the name of your school.

Please complete by putting a cross (x) or a tick (✓). Choose only one answer in every question.

Bibliographical information/Personal particulars

Your age range

- | | | |
|----------------|--------------------------|---|
| Below 20 years | <input type="checkbox"/> | 1 |
| 20 - 29 years | <input type="checkbox"/> | 2 |
| 30 - 39 years | <input type="checkbox"/> | 3 |
| 40 - 49 years | <input type="checkbox"/> | 4 |
| 50 - 59 years | <input type="checkbox"/> | 5 |
| 60 and above | <input type="checkbox"/> | 6 |

Your sex

- | | | |
|--------|--------------------------|---|
| Male | <input type="checkbox"/> | 1 |
| Female | <input type="checkbox"/> | 2 |

Post Rank

- | | | |
|--------------------|--------------------------|---|
| Principal | <input type="checkbox"/> | 1 |
| Deputy Principal | <input type="checkbox"/> | 2 |
| Head of Department | <input type="checkbox"/> | 3 |
| Assistant Teacher | <input type="checkbox"/> | 4 |
| Temporary Teacher | <input type="checkbox"/> | 5 |

Teaching experience

- | | | |
|------------------|--------------------------|---|
| Less than 1 year | <input type="checkbox"/> | 1 |
| 1 - 5 years | <input type="checkbox"/> | 2 |

- | | | |
|---------------|--------------------------|---|
| 6 - 10 years | <input type="checkbox"/> | 3 |
| 11- 15 years | <input type="checkbox"/> | 4 |
| 16- 20 years | <input type="checkbox"/> | 5 |
| over 20 years | <input type="checkbox"/> | 6 |

5. Please indicate your highest academic qualification

- | | | |
|-----------------------|--------------------------|---|
| Doctorate | <input type="checkbox"/> | 1 |
| Masters | <input type="checkbox"/> | 2 |
| BED/Hons | <input type="checkbox"/> | 3 |
| Degree | <input type="checkbox"/> | 4 |
| Matric | <input type="checkbox"/> | 5 |
| Other (specify) | <input type="checkbox"/> | 6 |

6. Please indicate your professional qualifications

- | | | |
|------------------|--------------------------|---|
| UED/HED | <input type="checkbox"/> | 1 |
| PTD/SED/SSTD/STD | <input type="checkbox"/> | 2 |
| HJPTC/JSTC/SEC | <input type="checkbox"/> | 3 |
| T3 and T4 | <input type="checkbox"/> | 4 |
| None | <input type="checkbox"/> | 5 |

SECTION B - The concept of mutual trust as perceived by teachers

7. How would you describe the atmosphere in your school?

- | | | |
|------------------------|--------------------------|---|
| Tense | <input type="checkbox"/> | 1 |
| Relaxed | <input type="checkbox"/> | 2 |
| Both tense and relaxed | <input type="checkbox"/> | 3 |
| Uncertain | <input type="checkbox"/> | 4 |
| Other (Specify) | <input type="checkbox"/> | 5 |

8. How would you explain your relationship with your pupils?

- | | | |
|--------------|--------------------------|---|
| Very cordial | <input type="checkbox"/> | 1 |
|--------------|--------------------------|---|

- | | | |
|-----------------------------|--------------------------|---|
| Cordial to a certain extent | <input type="checkbox"/> | 2 |
| Bad | <input type="checkbox"/> | 3 |
| Uncertain | <input type="checkbox"/> | 4 |
| Other (specify) | <input type="checkbox"/> | 5 |
9. Do you work with pupils ^{on ~~CERTAIN~~} projects?
 ^
 Yes ☐ 1
 No ☐ 2
10. What makes you enjoy working with your pupils?
- | | | |
|----------------------------------|--------------------------|---|
| They are co-operative | <input type="checkbox"/> | 1 |
| They are trustworthy | <input type="checkbox"/> | 2 |
| I do not enjoy working with them | <input type="checkbox"/> | 3 |
11. Do you believe that pupils can work independently?
- | | | |
|--|--------------------------|---|
| Yes I do | <input type="checkbox"/> | 1 |
| I do to a certain extent | <input type="checkbox"/> | 2 |
| I do not trust pupils that they can work independently | <input type="checkbox"/> | 3 |
| Uncertain | <input type="checkbox"/> | 4 |
| Other (specify) | <input type="checkbox"/> | 5 |
12. With regard to independent work by pupils I can say:
- | | | |
|---|--------------------------|---|
| I greatly give them a chance to work independently | <input type="checkbox"/> | 1 |
| I give them independence to a certain extent | <input type="checkbox"/> | 2 |
| I give them independence in work | <input type="checkbox"/> | 3 |
| I give them a chance to work independently and monitor the progress | <input type="checkbox"/> | 4 |
| They work independently but under my guidance | <input type="checkbox"/> | 5 |
| All of the above | <input type="checkbox"/> | 6 |
| None of the above | <input type="checkbox"/> | 7 |

- Other (specify) ☐ 8
13. Do your pupils feel free to confide in you?
- Yes, they do to a certain extent ☐ 1
- They do ☐ 2
- They do to a lesser extent ☐ 3
- They do not at all ☐ 4
14. Do you have time to discuss with your pupils their future plans?
- Yes, I have time ☐ 1
- Sometimes I organise time ☐ 2
- I seldom get sufficient time ☐ 3
- Time that I have is very limited ☐ 4
15. Do you believe that pupils can contribute to the decision-making process of the school?
- Yes ☐ 1
- No ☐ 2
- Uncertain ☐ 3
16. If yes, to what extent do they take part in the decision-making?
- To a greater extent ☐ 1
- To a certain extent ☐ 2
17. If the answer to question 15 is no, why are pupils not involved in decision-making in your school?
-
-
-
18. Would you say that your pupils are willing to voice their opinions when in class?
- Yes, to a greater degree ☐ 1
- Yes, to a certain degree ☐ 2

They sometimes do that	<input type="text"/>	4
They do not do it at all	<input type="text"/>	5
Other (specify)	<input type="text"/>	6

19. With regard to freedom for pupils I can say:

Pupils really know freedom with responsibility	<input type="text"/>	1
Pupils abuse freedom	<input type="text"/>	2
Pupils need to be taught the balance of freedom with responsibility	<input type="text"/>	3

20. Do you have structures or organisations that involve students in decision-making process in your school?

Yes	<input type="text"/>	1
No	<input type="text"/>	2
Uncertain	<input type="text"/>	3

21. If yes to the above, which one of the following do you have?

Student Representative Council	<input type="text"/>	1
Parent/Teacher/Student Association	<input type="text"/>	2
A certain politically oriented movement	<input type="text"/>	3
All of the above	<input type="text"/>	4
None of the above	<input type="text"/>	5
Uncertain	<input type="text"/>	6
Other (specify)	<input type="text"/>	7

22. In order to maintain discipline and mutual trust a teacher of a senior secondary school should be:

Too strict	<input type="text"/>	1
strict	<input type="text"/>	2
democratic	<input type="text"/>	3
permissive	<input type="text"/>	4
all of the above	<input type="text"/>	5

23. One way of strengthening mutual trust between the teacher and his/her pupils is that the teacher must have a positive attitude towards pupils (them)

strongly agree	<input type="checkbox"/>	1
agree	<input type="checkbox"/>	2
disagree	<input type="checkbox"/>	3
strongly disagree	<input type="checkbox"/>	4
uncertain	<input type="checkbox"/>	5

24. Some of the factors that may disturb mutual trust between the teacher and the pupil are mentioned below. Rate them according to their strength. The most disturbing factor must be rated as 1 and the one least disturbing should be rated as 5.

1. Negative attitude of parents towards school.
2. Involvement of pupils in party politics.
3. Lack of the most basic and strong home education.
4. Breakdown of channels of communication between home and school.
5. Violence and confrontations in schools.
6. Total neglect of pedagogical care by parents.
7. Drug abuse by students.
8. High teacher - pupil ratio.

25. High teacher pupil ratio makes it impossible to care for all individual pupils in senior secondary schools.

yes	<input type="checkbox"/>	1
no	<input type="checkbox"/>	2
uncertain	<input type="checkbox"/>	3

THANK YOU FOR YOUR CO-OPERATION !