

Promotion of Democratic Values by Junior Secondary School Teachers

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Abstract: The main objective of this study was to investigate the extent to which Junior Secondary School social studies teachers promote democratic values in their teaching. It was a case study confined to only two schools of Bokamoso and Nanogang JSS all of which are situated in Gaborone. The general view of the respondents is that teachers' efforts in the promotion of democratic values are above average even though it is not to the highest level of expectation. Group discussions and the inquiry methods were perceived by the respondents to be very instrumental in promotion of democratic values. It is hoped that the study would provide information that can be useful for social studies teachers to evaluate their teaching in line with the promotion of democratic values. It intends to help them to find effective ways of developing democratic values among students. It is also hoped that teacher-training institutions will find this study very useful in the development of their future teacher training programmes. The study will add knowledge to the subject area and may trigger more research around the subject. Policy makers, teachers, parents and students will hopefully find this study useful in their pursuit to meet the demands of vision 2016 which intends to build an open, democratic and accountable nation.

Keywords: Democratic Values; Curriculum; Vision 2016; Teaching Methods; Syllabus; Participation; Multi-disciplinary.

1. INTRODUCTION

1.1 Background of the study:

The teaching of Social Studies as a subject evolved because of the need to instill democratic values to students living in world democracies such as America and Britain. Social studies goals include fostering "good" behaviour, thinking, social justice, equity, freedom and dignity. The school environment can influence children's learning of these values (Banks and Clegg, 1985; Parker and Jarolimek, 1985 in Shaver, 1991).

Democratic values are central to the teaching of social studies in a democratic country. In most cases, the word value is used when talking about things that are important in life. Values are the principles or standards of quality that are used in making all our decisions.

Values shape people's attitudes, beliefs, and actions. They also direct our aspirations and ambitions. An understanding of the ways that personal values are shaped during the school years is essential. It is equally important to think about the role of teachers in schools in the formation and development of values (Turner, 1994). In an ideal world, democratic values are clearly understood and shared by all and form part of the education system including aims and outcomes (Murphy 1999).

Democratic values are therefore standards or codes which direct actions of people who live democratically. According to Angels and Ochoa (1988) democratic values include respect for the individual, respect for the welfare of others, the right to dissent, and the right to participate in decision-making, and equality of opportunity for each individual. The promotion of democratic values entails the overall participation of people in decision-making and solution to problems. Applied at

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school and classrooms, democratic values concern all those directly involved in the school including students and their right to participate in decision-making processes. In social studies classrooms, students and teachers are expected to engage in collaborative planning, decision making and respond to the societal concerns and aspirations. This is a genuine attempt to honour the right of people to participate in making decisions that affect their lives. Such decisions are guided by democratic values since both teachers and students freely agree on what is important to them (Apple and Beame, 1999).

The manner in which social studies teachers conduct classroom instruction should be geared towards the promotion of democratic values which include; participation, rights of the individual, majority and minority rights, personal responsibility, respect for law and authority, and equality and justice. In other words, there is need for a delicate balance between democratic values and ways of teaching social studies (Michaelis, 1956; Turner, 1994).

Democratic values must be promoted in all phases of the school programme. The teacher, other school workers, and children should live democratically in their relationship with one another so that the development of democratic values would take place. Through daily living, which is democratically planned and guided, students gain many practical insights into effective democratic process. The desired outcome is behaviour that promotes the highest quality of democratic living in all situations.

Social studies teaching started in America during the early 20th century and its purpose was to help children become democratic and their behaviour guided by democratic values. It was intended that children would be loyal to the American way of life and have an appreciation of the sacrifices and contributions made to promote democratic living. It was also meant to develop modes of behaviour consistent with democratic values, such as responsibility and concern for others, open mindedness, creativeness, and cooperation (Michaelis, 1956). Lemlach (1984:15) states that:

Through the teaching of social studies we prepare students to participate in a democratic society. We facilitate the development of human rational and understanding society. To be effective citizens we recognize that there are specific skills, knowledge values and attitudes necessary for social participation and that these goals direct the social studies programme.

Schug and Beery (1987) state that the basic reason for social studies in the schools is the development of individual citizens who are capable of independent, responsible participation in democratic political, economic, and social systems.

Social studies, which takes care of the teaching of democratic values, in Botswana is a relatively recent discipline in Africa (Adeyemi, 2002). In 1975, the Botswana government convened a National Commission on Education to review the entire education system and recommend strategies for improvement. The Botswana National Commission on Education presented its findings in the form of a report entitled Education for Kagisano. It is this report that guided the Botswana government in the formulation of the National Policy on Education that was approved by the National Assembly in August 1977. The Commission attached particular significance to democracy as an overriding principle, which should be promoted in the school system. It emphasized that students should be encouraged to manage their own affairs to the greatest possible degree and to participate in the running of the school. They were to be given every possible opportunity to exercise choices in groups and individually (Republic of Botswana, 1977).

The Ministry of Education then formulated the Nine Year Basic Programme. Some of the aims of the nine year Curriculum were developed to expose students to basic elements of politics, and aspects of democracy. Four of the general aims of the programme were deliberately framed to address the political economic and social obligations of students as citizens and future leaders. These are:

- (a) Knowledge and understanding of Setswana culture and traditions.
- (b) Understanding and fulfillment of political economic and social obligation in the local community, the nation, Africa and the world.
- (c) Development of a sound moral code compatible with the ethics and traditions of Botswana.
- (d) Develop respect for other and ability to liaise and work co-operatively with them (Holm and Molutsi, 1987:91).

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The above four general aims were to become operational through the establishment of the social studies curriculum. Social studies as a subject was introduced in the primary schools in 1981. This development was a result of the implementation of the recommendations of the National Commission on Education Report of 1977. At Junior Secondary level, Social Studies was introduced at the beginning of 1986 (Holm and Molutsi, 1987).

The rationale behind the introduction of social studies as a multi-disciplinary subject was that it would present an appropriate avenue through which key issues and concepts of national development and government practice can be addressed. In other words, Social Studies was created to integrate knowledge and not to fragment it. People should be able to draw upon many types of knowledge to be effective participants in a democratic society. On the other hand, social studies aims to develop a sense of cultural identity in students in accordance with the national philosophy of Kagisano. Focusing on citizenship participation and nation building, social studies promotes social responsibility, dedication to one's work and empathy towards others. Social studies works towards developing the knowledge, skills, and attitudes necessary for productive citizens. In other words, Social studies enables schools to act as instruments of community development rather than only as its agents.

The field of social studies provides instruction and practice on how to use the power of education and democracy to bring about dialogue that is suited for Botswana. Engle and Ochoa (1998:3) state that:

Social Studies is linked with the democratic ideal. Social Studies is taken to be part of general and liberal education that specializes in the education of an effective democratic citizen.

Before social studies, there were the social sciences of history and geography, which were taught as separate, often unrelated subjects. These separate subjects, though providing great quantities of information did little to help citizens integrate their knowledge (Department of curriculum development and evaluation, 1990)

When social studies was introduced it was hoped that it would instill in Botswana children a respect for democratic values. However, it is a well-known fact that the final test of any curriculum, no matter how best designed and validated, finally lies with its practicability and actual use in the classroom (Holm and Molutsi, 1989).

Turner (1994) posits that necessary approaches for education in a democracy are those that make the classroom a place where children are given responsibility, make decisions, and develop their own views.

1.2 Statement of the problem:

When Social Studies was introduced, its intention was to promote democratic values in line with the needs of liberal democracy of which Botswana is. The actual practice by social studies teachers in social studies classrooms is supposed to nurture or inculcate democratic values to students. The observation of these researchers who are educationists, is that social studies in Junior Secondary schools is primarily dominated by the use of the transmission method as opposed to the involvement of students in problem solving activities and the promotion of democratic values. The majority of the Junior Certificate leavers hardly participate in public affairs such as voting, something which works against Botswana's vision 2016's aim of building an open, democratic and accountable nation. It is against this background that the study intends to find out the extent to which social studies teachers promote democratic values in their teaching.

1.3 Purpose of the study:

The purpose of this study was to investigate the extent to which social studies teachers promote democratic values in their teaching. The study was to determine the nature of student- teacher and student-student interaction in social studies classrooms pertaining to the promotion of democratic values. The study was also meant to identify the attitudes of teachers towards teaching for democracy in the classroom. It further examined the problems or constraints that hinder the promotion of democratic values in social studies classrooms.

1.4 Significance of the study:

It is hoped that the study would provide information that can be useful for social studies teachers to evaluate their teaching in line with the promotion of democratic values. It intends to help them to find effective ways of developing democratic values among students. It is also hoped that teacher-training institutions will find this study very useful in the development of their future teacher training programmes. The study will add knowledge to the subject area and may

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trigger more research around the subject. Policy makers, teachers, parents and students will hopefully find this study useful in their pursuit to meet the demands of vision 2016 which intends to build an open, democratic and accountable nation.

1.5 Limitations of the study:

The study was confined to only two schools of Bokamoso and Nanogang J.S.S all of which are situated in Gaborone. This study was also restricted to form twos only. The study therefore may not be a true representation of the entire country Botswana. This means that there is a problem of generalizing the findings to other parts of the country.

The schedule for data collection often collided with other work related activities since the researchers are fulltime employees. There was very little time to observe Social Studies classes in action more than twice. This was very limiting since the researchers wanted to have more information on the student-teachers and student-students interaction under different topics. Some teachers took long to fill the questionnaires, honour interviews and observations and thus made it difficult for the researchers to collect and analyze the data on time.

The values, which were researched on, were mostly affective and not easily measured since they are subjective and need to be observed over a long period of time. Material resources like money and limited literature also affected the study.

1.6 Definitions of operational terms:

Democratic values:	Standards or codes which direct actions of people who live democratically.
Curriculum:	Subjects that are taught in a school.
Vision 2016:	A statement of long-term goals for Botswana.
Teaching methods:	Techniques, strategies, and ways used to impart knowledge.
Syllabus:	A list of topics included in a course of study.
Participation:	The action of taking part.
Multi-disciplinary:	A subject which derives its content from other subjects or disciplines.

2. LITERATURE REVIEW

2.1 Family socialization and the promotion of democratic values:

The promotion of democratic values by social studies teachers can either be enhanced or jeopardized by student's family background or socialization. According to Ramsay (1984) the family is the children's first primary group, and this is where their personal and social development begins. He observes that before children mix with groups outside the family, the foundations for future development has already been laid firmly. The above observation by Ramsay holds water because very often role-playing reinforces the child's behaviour. In other words children may copy or learn democratic values from their parent's behaviour.

Van Scotter, Haas, Kraft, Schott (1991) state that the family socializes and humanizes the child for participation in activities of socio-cultural life, including preparing the child for school and life after schooling. The above statement suggests that the family is the major socializing agency in the society and teaches the child the culture and subcultures including democratic values.

There is diversity among families in Botswana therefore it may be difficult to identify one pattern of preparing a child to participate in school life and beyond. One factor, which accounts for differences in family attitudes towards democratic values, is that of social class. When the children enter the public schools, it is then that the differences of family social class backgrounds come into contrast, with children from higher classes likely to adapt well to the promotion of democratic values than those from lower classes. This is due to the following factors: language spoken in the home; educational reading materials present in the home; quality and amount of family talk; methods and consistency in disciplining younger family members and quality and amount of family engagement with community activities (Van Scotter, Haas, Kraft, Schott 1991).

2.2 Social studies teachers and the promotion of democratic values:

Social studies teaching emphasize the development of democratic values and advocate the use of different forms of communication in the classroom. Social studies recognize the fact that these values can only develop through exposure and through learner participation. The role of the teacher therefore is viewed, not as a source of knowledge but rather a guide who should create opportunities for learners to construct and verify knowledge. The introduction of social studies into our secondary curriculum therefore provides a considerable challenge to teachers, not only in the knowledge of subject matter but on the methodology, especially the use of student-centered methods.

Maruatona (1997: 4) posits that:

The mission of education is shaped by the needs of society. For example, if the society in Botswana needs productive and democratic citizens, then education should shoulder the onus of breaking the silence in the classrooms and enabling learners to engage in a dialogue. Students should be allowed to apply what they learn immediately so that they can become participants in knowledge generation and evolution of the democratic culture in Botswana.

The above approach helps in facilitating the shift from teacher-centered methods to learner-centered methods as the central focus by social studies teachers. Botswana's democracy would remain an illusion if there is no deliberate effort to make students experience it in class so that they can develop democratic values before they are called upon to participate effectively in a democratic country like Botswana. Teachers must learn to engage their students in a democratic discourse.

Preston and Herman (1981) argue that a democratic government can be natured by the quality of democracy operating in the home, the school, and the community. Hence it is important that teachers make their classrooms places where children develop a sense of involvement, feel that their ideas will be given a respectful hearing, and know that part of the responsibility for evaluating their learning will be placed upon them. In other words students should learn that they live in a democratic society. Social studies teachers' role in the promotion of democratic values is not the traditional one of directing the action from the front of the classroom, but rather one of facilitating activities and collaboration with students. Apple and Beane (1999:105) state that:

We help groups of students hold discussions, suggest ways to phrase questions, listen to be sure that one or two students do not control a group, and offer encouragement and suggestions. We help students hear others ideas and periodically remind them that each person has the right to opinion.

According to Angle and Ochoa (1998) the most important consideration regarding teaching and learning styles resides in the example set by the teacher. The attitudes and

behaviour exhibited by the teachers serve as a powerful guide to children. To enhance democratic socialization, the teachers' behaviour needs to reflect respect for reason and diversity, commitment to democratic values, and openness to alternative points of view in every possible way. Saul (1985), in Holm and Molutsi (1989:96) argued that:

A teacher must behave like a doctor who before approaching a patient in the operating theatre, disinfects and sterilizes himself [sic.] so as not to infect the patient.

2.3 Democratic values and student activities:

It is imperative that classroom procedures and activities reinforce democratic values such as supporting human dignity, being sensitive to the feelings of others, and respecting the rights of others. According to Schug and Beery (1987) Social studies teachers have to systematically work at building a classroom climate supportive to the development of democratic values. Such an environment will promote the learning of key skills and attitudes essential to responsible participation. They argue that the absence of such an environment will undermine any efforts to develop democratic values.

Van Sichel (1987) in Schug and Beery (1987:219) posits that:

Five values characterize a learning situation where democracy is practiced: (1) Each student has an equal opportunity to learn. (2) The welfare of each individual is maximized. (3) The system of rewards and penalties is responsive to individual performance. (4) Each individual is held responsible for his or her effect on the welfare of others. (5) Knowledge, skills, and attitudes are taught which promote each individual's welfare and the welfare

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of the classroom group and larger society in such a way that they in turn are likely to enhance each individual's welfare.

Students can be actively involved in developing a democratic classroom environment. Efforts to achieve such an objective need to be clearly communicated to students. According to Grans e t al (1970) in Schug and Beery (1987) the approach involves the following components; choice, freedom, participation, responsibility and relevance.

2.4 The concept of democracy:

Democracy is a form of political governance involving the consent of the governed and equality of opportunity (Apple and Beane, 1999). Democracy is an effective way of living based upon fundamental ideals or values. Individuals are respected, have dignity, make choices and decisions, assume and discharge responsibility. Group welfare is promoted and maintained through cooperative action, respect for human equality, concern for others, and faith in main kind (Michaelis, 1956).

For people to maintain a democratic way of life, they must have opportunities to learn what that way of life means and how it might be led. Schools provide a common experience of all young people, and have a moral obligation to introduce them to a democratic way of life.

Democracy embraces respect for dignity of the individual human being and the belief in human perfection, in the fundamental equality of all people, and inalienable rights to freedom, justice and fair opportunities for all. For the sake of all people, democracy must be made to work better and education must be enlisted in developing the kind of citizens who will promote its welfare. Murray (1964), cited in Engle and Ochoa (1988:5) posits that:

It is our position that the best hope for democracy lies not in indoctrination of shaky truths or in painting over the problems that plague us, but rather with the cultivation of who with open eyes and awareness of democratic values, have the facility to make intelligent political judgments related to controversial issues in our society.

In other words the successful social studies programme will produce a citizen who is informed, skilled in the process of a free society, committed to democratic values and one who feels obligated to participate in social, economic and political processes.

According to Molobe and Salewski (1999) in a public democracy effective citizens are able to analyze, judge and make decisions, cooperate, communicate effectively, and find out information. Self-esteem, confidence and political literacy (knowledge of the basic values of democracy, the operation of political processes, and contemporary social issues) are also essential components of a democratic setup.

Sehr cited in Molobe and Salewski (1999) argues that for students to become public democratic citizens, they should have some input into the decisions that govern their lives in the school. They should be able to explore topics they think are important, and they should be encouraged to express their knowledge in their language rather than the language of their books and teachers. The content of the work students do, as well as the way it is organized, must be designed to help students think and act democratically.

Democracy can only thrive when citizens participate meaningfully and in a multitude of ways in their own governance. Vision 2016 hopes for an open, democratic and accountable nation. This implies that students in schools should be able to experience meaningful participation, transparency or accountability in the structures that are closest to them like social studies classrooms.

Apple and Beane (1999) posit that since democracy involves the informed consent of people, a democratic curriculum emphasizes access to a wide range of information and the right to varied opinions. They argue that educators in a democratic society have an obligation to help young people to seek out arrange of ideas and to voice their own. Similarly, a democratic way of life in social studies classrooms includes the creative process of seeking ways to extend and expand the values of democracy. According to Adeyemi (2002) democracy is usually linked to governance despite that its tenets exist under the classroom situation. He observes that:

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A democratic classroom is therefore deemed to be a situation where the teacher and the students work hand in hand in an atmosphere devoid of hatred, fear, uncooperativeness, unfairness, inequality in any form, and other negative traits to achieve the goals of learning and the overall goals of the school and the society (p.390).

2.5 National Commissions on Education (1977&1994):

As stated in the problem of this study, the Botswana government convened the National Commission on Education in 1975 to review the entire education system and recommend strategies for improvement. In its report the National Commission on Education made the following comments and observations on education and democracy. If democracy is to work, then people must have sufficient information to make wise decisions, and their decisions must be respected. This means that the people must have a direct voice through local school committees, parents teachers associations and local leaders in the way their schools are run. Teachers and other educational professionals must be consulted about changes in their conditions of service and participate in the work of syllabus change and curriculum reform. The curriculum should include teaching about democratic institutions and the way each works, including some opportunities for practical experience through visits to kgotla, council, or parliament. Students should be encouraged to manage their own affairs to the greatest possible degree and to participate in the running of the school. They were supposed to be given every possible opportunity to exercise choices in groups and individually (Republic of Botswana, 1977).

Education for Kagisano resulted in the decentralization of Community Junior Secondary Schools from the central government to the Board of Governors. However this arrangement is to be terminated beginning 2004. Holm and Molutsi (1989:90) observe that:

Our challenge is to transform our schools and colleges into effective training grounds for the youth to learn about democratic processes and again experience in self-governance. Thus far we have done a number of things but it is abundantly clear that more remains to be done.

In other words our education system should embody democratic practices so that we can promote democratic values.

In April 1992, six years after the implementation of Education for Kagisano in 1986, the Botswana Government appointed another National Commission on Education. One of its terms of reference was to advise on an education system that is sensitive and responsive to the aspirations of the people and the manpower requirements of the country. The commission observed that; "education must develop moral and social values, cultural identity and self esteem, citizenship and democracy" (Republic of Botswana, 1993:iv)

The Report of The National Commission On Education of 1993 resulted in The Revised National Policy on Education, which was approved by the National Assembly on the 7th of April 1994. Despite the well-stated observations by the commission, The Revised National Policy On Education brought only cosmetic changes to the education system of Botswana in relation to the promotion of democratic values to students. Such changes include moving from the Nine Year Basic Education Programme to the Ten Year Basic Education Programme, access to education, and a massive training of teachers (Republic of Botswana, 1994).

2.6 Constraints that hinder the promotion of democratic values by Social Studies teachers:

Social studies teachers who have made some attempts in the past to promote democratic values in their teaching have often met some constraints. According to Maruatona (1997) the problem could be located elsewhere beyond the four walls of the classroom. He suggests that the way teachers are trained needs to be x-rayed in order to explain the silence besetting the education system of Botswana. He laments that trainers do not make much effort to enable teachers to work with their students to jointly produce knowledge. Maruatona further states that School Heads have been known to actually take over classes from new teachers who attempt to organize group work in class. The Head felt that the class was disturbing other groups or simply was not conforming to the maintenance of law and order that entertained only the solitary voice of the teacher in class.

Vysoka (2003) posits that the teaching process is characterized by rote memorization of isolated, abstract and often meaningless knowledge that leave students with a jumble of fragmentary opinions and rigidly understood procedures. According to her students sat in disciplined rows uncritically imbibing masses of information, which they are then required to repeat without alteration, to prove that they have mastered the contents of the syllabus. She argues that:

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Dry recitation of factual knowledge was the preferred method of lecturing and testing because any lesson that would be enlivened by critical or thought provoking debates could easily culminate in fundamental criticism of the regime and the political and economic systems (P. 232).

All the above issues have created significant problems for teachers in general and social studies teachers specifically as they move through the transition to a more open way of teaching. Traditional teaching methods encourage competition and dependency rather than cooperation, participation and responsibility. Teachers must engage students present

them with dilemmas, encourage dialogue and analysis. However, this is difficult for teachers whose perception of the good student is of a neat, punctual, obedient and polite child, rather than one who is inquisitive, independent and critical. Developing a democratic teaching style is not easy, and may not be welcomed by the school administration, parents, or even students for that matter (Molobe and Salewski, 1999).

Adeyemi (2002) on his research on the teaching and learning of the concept of democracy at JSS identified some challenges faced by teachers while teaching topics related to the concept of democracy. They include the difficulty in defining democracy, instructional, materials, training or skills of teachers, class size and mixed ability classes.

2.7 Three-Year Junior Secondary Social Studies Syllabus:

This syllabus of the last three years of the Ten Year Basic Education Programme is part of the implementation of the Revised National Policy on Education (Government Paper No. 2 of 1994). The syllabus focuses on the development of skills, attitudes, values and knowledge students are expected to demonstrate by the time they complete the junior secondary course. The Three-Year Junior Secondary Social Studies Programme includes the following topics: Botswana's environment, society, development and the inter relationships. It also covers development issues facing Botswana, governance, justice and good citizenship. Other topics are, principles that Botswana's foreign policy and future learning and work opportunities. It further provides students with an opportunity to solve problems through research projects (Ministry of Education, 1996). The syllabus if implemented through the proper use of problem solving and inquiry methods of learning it can lead to the promotion of democratic values among students.

3. RESEARCH METHODOLOGY**3.1 Research Design:**

A descriptive research design which combined both qualitative and quantitative research methods was used. According to Casley and Kumar (1988) quantitative methods produce numerical data and qualitative methods results in information which can best be described in words. Quantitative data are needed when a number, rate, or proportion related to target population must be estimated or a variable must be measured. On the other hand qualitative data are needed when the attitudes, beliefs and perceptions of the target population must be known in order to understand its reactions. The purpose of triangulation, that is drawing on qualitative and quantitative research methods is that the weaknesses of one method would be offset by the strengths of another (Cresswell, 1995 in Casley and Kumar, 1988). Thus the results of one method were used to enhance and elaborate the results of the other method. Questionnaires, oral interviews and class observations were used to collect data. Questionnaires and oral interviews were used to survey the views of students and teachers concerning the extent to which Social Studies teachers promote democratic values in their teaching. Observations were used to verify the results of the other two methods. Thus the methods complimented each other. Both questionnaires and oral interviews had open and close-ended questions. The language used for both instruments was English, but the respondents were allowed to use Setswana whenever they were not comfortable with English during interviews.

3.2 Population of the Study:

Population refers to the entire set of objects or people which is the focus of the research and about which the researcher wants to determine some characteristics (Bless and Higson-Smith, 2000).

Hysamen (1998) defines population as the total collection of individuals who are potentially available for observation and who have the attributes in common to which the research hypothesis refers. According to Cohen and Manion (1994) the specification of the population to which the enquiry is addressed, is a prerequisite to survey design and affects decisions that researchers must make both about sampling and resources. It also refers to the collection of all the units or elements

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from which a sample is drawn (Baker, 1999). The data was collected from Bokamoso and Nanogang J.S.S. A total of eighty (80) respondents were used. The respondents comprised of forty (40) students from Bokamoso J.S.S. (five students from each of the eight form two classes in the school), thirty (30) students from Nanogang J.S.S. (five students from each of the six form two classes in the school).

The population also consisted of the six Social Studies teachers from Bokamoso J.S.S. and four from Nanogang J.S.S.

3.3 Sample and Sampling Procedures:

A sample is a relatively small sub group of cases from the population (Hysamen, 1998). On the other hand sampling refers to the planned ways of selecting subjects. In other words, sampling answers the question which people are going to be studied (Baker, 1999). The selection of the two schools for conducting research and the selection of Social Studies teachers was through purposive sampling. In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment. In this way, they build up a sample that is satisfactory to their specific research needs (Cohen and Manion, 1994). Nanogang J.S.S. is located in the suburbs of Gaborone, therefore it represents students from privileged families, while Bokamoso J.S.S. is located in a low-income area of Naledi and Bontleng, it represents students from the lower class of the city. The two schools are therefore representative of all classes found in Gaborone. The teachers were purposely selected because they are well informed in the subject that is, they can determine the extent which Social Studies teachers promote democratic values in their teaching.

To ensure that each student had an equal chance of being selected, simple random sampling was used. According to Baker (1999), simple random sampling (SRS) is a method of sampling in which the units in a sample frame are numbered and then drawn into the sample if they match the random numbers which have been selected. In this case, each student's name was written on a piece of paper and all the pieces of the paper were put into a container which was then shaken. The researcher then picked the names of students randomly until the desired number was selected.

3.4 Data Collection Instruments:

To collect data, the researchers used a questionnaire, interview guide and an observation form. Both students and teachers questionnaires were categorized into three sections. Section A contained personal data and questions were closed. Section B also contained closed questions whilst section C contained both open and closed type of questions. Questionnaires asked for teachers and students perceptions regarding the extent to which Social Studies teachers promote democratic values in their teaching. Response choices were arranged in a five-part likert scale ranging from strongly agree to strongly disagree. An open-ended section was added to collect qualitative responses by asking teachers and students to share their feelings and opinions about the promotion of democratic values. Semi-structured interview guidelines were used to interview students and teachers focusing on what transpired during the lessons and to allow for modifications where there was need in order to solicit more thick descriptive data. In addition to questionnaires and interviews, observations were done in the two schools through the use of an observation form or guideline focusing on class activities. In all, eight classes were observed, that is four from Nanogang J.S.S. and four from Bokamoso J.S.S.

3.5 Validation and Reliability of Instruments:

Before being used for the research, the instruments were tested for validity and reliability to determine if they measured what they were intended to establish. Questionnaires, interview guides and observations forms were given to Social Studies lecturers to assess for validity. Their comments were used to modify the instruments where necessary. Using more than one of the study methods also helped to strengthen validity of the results. To increase reliability, the instruments were piloted in Maoka and Marang J.S.S. respectively before fulltime collection of data. Piloting helped the researchers to refine the instruments of data collection.

3.6 Data Analysis:

According to Bless and Higson-Smith (2000) data analysis is conducted so that the researcher can detect consistent patterns within the data, such as the consistent covariance of two or more variables. Qualitative and quantitative methods of data analysis were used to complement each other. Data was analyzed by describing the responses of the participants and was described using statistical data. Tables, graphs and charts were used to analyze data. Conclusions were then drawn from data descriptions and statistical data.

4. DATA PRESENTATION AND ANALYSIS

4.1 Section A: Demographic information of respondents:

A total of seventy (70) students responded to the questionnaires, thirty (30) students were from Bokamoso J.S.S. whilst forty (40) were from Nanogang J.S.S. Of the seventy students, 36 (51.4%) were male and 34 (48.6%) were female. The figures indicate that there were more male student respondents than female student respondents. The distribution according to age shows that 51 (72.9%) of the students age ranged from 10-15 years of age whilst 19 (27.1%) ranged from 16 - 20 years of age. The above figures are an indication that the majority of the form two students in the two target schools range between 10-15 years whilst a fewer number ranges between 16-20 years of age.

A total of ten Social Studies teachers responded to the questionnaires. Four from Nanogang J.S.S. and six from Bokamoso J.S.S. respectively. From the ten (10) respondents two (20%) were males whilst eight (80%) were females. The sample population shows that most of the teacher respondents were female teachers. Eight (80%) of the teachers age ranged from 26 – 30 years of age whilst only two (20%) ranged from 36-40. The above scenario reflects a female dominated and relatively young members of the teaching staff found in the two schools.

All the respondents were qualified teachers. Four (40%) of the respondents are Diploma holders, six (60%) have a Bachelor of Arts Degree in Humanities and a Post Graduate Diploma in Education (PGDE). It is however important to note that the six degree holders did not specialize in Social Studies in their training. Four specialized in history while the other two specialized in environmental science

The teaching experience was also considered. Those who had taught between 0-1 year were only two (20%), those who had taught for 1-5 years were four (40%), those who had taught for 6-10 years were two (20%) and the remaining two (20%) had a teaching experience of 10-15 years. Statistically it shows that the majority of teachers (60%) had an experience ranging from 0-5 years.

4.2 Section B: Analysis of areas of research:

This section discusses the findings related to the views of the respondents regarding the extent to which Social Studies teachers promote democratic values in their teaching. The responses are presented under the themes or research question which they address or belong.

4.2.1 Promotion of democratic values by Social Studies teachers:

Here the respondents were to rate the level of achievement by teachers by responding to a likert scale labeled, strongly agree (SA), agree (A), uncertain (U), disagree (D) and strongly disagree (SD). The distribution of the responses of the eighty (80) respondents who comprised of both teachers and students is presented in table 1 below.

Table 1: Frequency distribution on the responses of the promotion of democratic values by Social Studies teachers

Response	Frequency	Percentage (%)
SA	22	27.5
A	40	50
U	7	8.75
D	8	10
SD	3	3.75

An examination of the above findings in Table 1 show that 77.5% of the respondents think that the level of achievement by teachers on the promotion of democratic values amongst students is above average while on the other hand 13.7% think the level of achievement is below average. The remaining 8.75% is undecided or neutral. There is an indication that the majority of the respondents are of the opinion that Social Studies teachers are meeting the expectation of promoting democratic values though it is not to the highest level of expectation.

The information that the researchers got from oral interviews with the respondents points to the same direction. One student highlighted her stand by saying;

In our Social Studies classroom, we are allowed to disagree, ask and answer questions freely, talk to the teacher and the teacher talks to us to make everybody free.

4.2.2 Teaching methods that help promote democratic values:

Table 2: Frequency of teaching methods

Method	Frequency	Percentage (%)
Inquiry	40	50
Lecture	10	12.5
Project	35	43.75
Role-play	26	32.5
Drama	30	37.5
Group discussion	50	62.5

Table 2 shows the frequencies and percentages of different teaching method and the extent to which they contribute to the promotion of democratic values as perceived by the respondents. It is clear from the table that group discussion tops the list with 62.5% followed by the enquiry with 50% while the lecture method is trailing behind with only 12.5%. Similar observations were made by Michaelis (1956) who pointed out that through group discussions, problems are defined and ways of attacking them are developed creatively. He also notes that freedom of inquiry with the free play of intelligence upon all problems is essential.

In order to have a clear picture on the promotion of democratic values in the classroom situation the researchers observed eight form two classes during the teaching and learning process for democratic traits and strategies used to promote democratic values. The following observations were made. Despite the importance attached by the respondents in Table 2 to group discussions and inquiry methods over the lecture method only 25% of the observed classes used small group discussion whilst the remaining 75% used lecture method. It is however important to note that 62.5% of the classes portrayed some democratic traits and 37.5% did not. Some of the democratic traits demonstrated included the involvement of the students in class discussion through asking questions answering questions and challenging each others point of view. For example, students challenged the definition of the word architecture by another student and this created an interesting debate before a consensus was reached through the guidance of the teacher. Some students challenged the teacher's point of view. One such example is when there was an argument on the form of writing that was used in Mesopotamia and at the end a consensus was reached. Students were generally assertive and asked for clarification wherever they were in doubt.

The other three classes were characterized by a low participation by students. Students wrote notes whilst the teachers were lecturing. Students rarely challenged each others point of view. The students' "respect" for the teachers was very high to an extent that in one of the classes students had to stand up when answering questions. Students felt the teacher's authority at all times. Teachers did not encourage students to engage each other. In one of the schools the researchers came across students who were thrown out of the class because they misbehaved in class. The above are examples of some undemocratic traits that were observed.

4.2.3 Perceived challenges to the promotion of democratic values:

Table 3: Frequency of perceived challenges to the promotion of democratic values

Challenges	Frequency	Percentage (%)
Training teachers	50	62.5
Time constraints/bulky syllabus	20	25
Teaching methods	10	12.5

The 80 respondents identified some challenges or problems that affect the promotion of democratic values on students as reflected in Table 3. 62.5% of the respondents were of the view that the way teachers are trained militated against the promotion of democratic values. Teachers who did not specialize in Social Studies classes and may not necessarily be aware of the dictates of Social Studies in a classroom situation. One of the respondents who is a teacher responded by saying "I was not trained to teach it." 25% of the respondents alluded the problems to time constraints which is worsened by the bulky Social Studies syllabus. 12.5% believe that methods or activities that are sometimes used in class affect the promotion of democratic values. One of the students observed that;

It is because our teachers lot of them if they come to the lesson they write lot of notes and took lot of days without discussing them (sic).

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Another problematic issue observed by the researchers is the large number of students in a class which goes up to forty five (45). The issue was also raised in Adeyemi (2000) as it makes individualized instruction difficult. Individualized instruction can also be a contributory factor to the promotion of democratic values.

4.2.4 Possible solutions to challenges:

Table 4: Suggested solutions

Suggested solutions	Frequency	Percentages
Pre-service and in-service ed.	55	68.8
Reviewing syllabus	35	43.8
Reducing class sizes	40	50
Ban corporal punishment	55	68.8

Table 4 shows the frequencies and percentages of the suggested solutions to the challenges that are faced by teachers in the promotion of democratic values. 68.8% of the respondents suggest the training of teachers who specialize in Social Studies to replace teachers who specialize in other disciplines but teach Social Studies. This would go a long way in normalizing situations that are similar to the two schools under study where 60% of the teachers specialize in history and environmental science and yet they teach Social Studies. Some of the core principles of Social Studies might have eluded them during training. In-service training should also be strengthened to guide and remind Social Studies teachers of the appropriate methodologies that would help them to promote democratic values. Findings from the questionnaires that were administered to the teachers revealed that only on (1) teacher out of ten (10) attended a single Social Studies workshop during the past two years. The workshop did not address the promotion of democratic values. 43.8% of the respondents call for the review of the Social Studies syllabus with the aim of reducing the bulky content to allow more involvement of students. The majority of teachers believe that the bulky content is not consistent with the time that is allocated and the required methodologies. 50% of the respondents suggested that the number of students per teacher should be reduced to allow teachers to attend to individual learners. Adeyemi (2002) also found out that teachers had problems handling students with mixed ability as more intelligent ones finish their tasks in time and create confusion before the end of the lesson. 68.8% of the respondents who comprise mostly of students argue that corporal punishment must be banned as it is detrimental to the promotion of democratic values.

5. CONCLUSION & RECOMMENDATIONS

5.2 Conclusion:

The general image portrayed by the findings and the discussion is that even though the majority of the respondents believe that Social Studies teachers promote democratic values some of their views do quarrel with the observations made by the researcher during teaching and learning in Social Studies classrooms. Methodology plays an important part in the promotion of democratic values. The researcher concludes that there are several impediments which militate against the promotion of democratic values by Social Studies teachers which should be attended to by all the stakeholders. The researcher also concludes that the present poor deployment of teachers of pre-service and in-service training of Social Studies teachers have a negative impact on the promotion of democratic values in Social Studies classrooms. The findings of the study reveal that the promotion of democratic values may not be influenced by the location of the schools that is the low income and high income areas. This is so because the picture we get from the two schools is similar. Finally the researchers conclude that the research objectives were met and that the instruments used to collect data were appropriate.

5.3 Recommendations:

As a result of the findings and conclusions of this study the researchers recommend that:

- ❖ The Social Studies syllabus and textbooks should be reviewed and evaluated with the aim of making them in line with the promotion of democratic values.
- ❖ More workshops and seminars should be organized to help Social Studies teachers to cope with their teaching and be able to promote the expected democratic values such as justice, equity, freedom and dignity.
- ❖ Social Studies teachers should show interest in all students regardless of performance, colour or creed so that all students are motivated in their learning as they are given equal chance.
- ❖ In order to make learning more meaningful to the promotion of democratic values teachers should provide learning tasks or activities aimed at encouraging learners to participate actively in the learning process. For example,

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knowledge of research will help learners to develop problem solving skills which are important in life especially in a democracy like Botswana.

- ❖ Relevant learning materials should be availed to schools to equip learners with relevant skills, knowledge, experiences, attitudes and values needed to cope with the challenges that a democratic life presents.
- ❖ The size of the classes in Junior Secondary schools should be reduced from the present maximum of forty five (45) to thirty five (35) as recommended by the Revised National Commission on Education of 1993 to allow teachers to give more attention to individual students and use appropriate methodology that would contribute to the promotion of democratic values.
- ❖ Schools should formulate policies on the promotion of democratic values. Such policies may include the formation of democratic values clubs and the invitation of guest speakers to lecture on democratic values to the entire school including parents.
- ❖ A follow up future research study with additional variables be conducted, with respondents drawn at regional or national level to enhance the generalization of results.

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