

**AN ARTS BASED COMPARATIVE STUDY OF PRE-SERVICE TEACHERS'
PERCEPTIONS OF LECTURERS' ENGAGEMENT WITH A HUMANIZING
PEDAGOGY**

by

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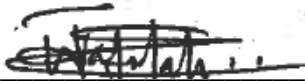
DECLARATION

I declare that:

AN ARTS BASED COMPARATIVE STUDY OF PRE-SERVICE TEACHERS' PERCEPTIONS OF LECTURERS' ENGAGEMENT WITH A HUMANIZING PEDAGOGY

Is my own work and that all the sources used or quoted have been indicated and acknowledged by means of complete references and that this dissertation was not previously submitted for a degree at another university

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17/11/2017

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ABSTRACT

The tenet of this study was to elicit pre-service teachers' insights, thoughts and opinions on their perceptions of lecturers' engagement with a humanizing pedagogy through the analysis of the participants' role plays, focused group interviews and written narratives. For the purposes of this study a qualitative approach was adopted employing a multiple case study design that focused on two African institutions; one in Kenya (University M) and one in South Africa (University N), involving 3rd year pre-service teachers in the intermediate phase programme of study. The accumulated data were coded, integrated and analyzed thematically.

The findings revealed that although there are lectures who make concerted efforts to embrace humanizing pedagogy in their teaching and create opportunities for interactive learning, most of the teaching is concerned with the issuing of communiqués prepared by others with little input from students thereby leading to a one-way communication process, which denies students of a voice. One-way dialogue excludes the students from critical participation as highlighted by the participants in the study. Furthermore, the findings emerging from the study revealed that the participants perceived the humanizing pedagogy as key to facilitating a safe and friendly learning environment; a strategy that affirms interactive engagement and one which favors a learner-centered approach inclusive of positive pedagogical practices and approaches. The findings of the study also revealed that the dehumanizing experiences that participants had to contend with focused predominantly on the teachers' obsession with banking education which the participants believed stifled the development of critical consciousness.

It is hoped that the findings emerging from this study will inform an understanding and need for dialogue since the study provides valuable insights into the personal and professional transformation which can take place in the lecture rooms. Furthermore, the study has the potential to inform Kenyan and South African teacher education programs with a view to improving teaching practices and approaches that have the potential to stimulate critical and creative thinking through active participation, dialogue and interactive meaning-making.

KEY WORDS:

Pre-service teachers, Humanizing pedagogy, Arts based, Comparative study, Banking-concept, perceptions and lecturers' engagement

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CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

According to Freire (1970:51) a humanizing pedagogy is a revolutionary approach to instruction that “ceases to be an instrument by which teachers can manipulate students, but rather enables them to express the consciousness of the students themselves”. Teachers, who enact a humanizing pedagogy, engage in a quest for “mutual harmonization” (Freire, 1970, p.56) with their students; a process fostered through problem-posing education where students are co-investigators through dialogue with the teachers.

The dialogic approach to education, as pointed out by Freire (1970), should aim to develop critical consciousness which is “learning to perceive social, political and economic contradictions and to take action against the oppressive elements of reality” (p.17). This “mutual harmonization” postulated by Freire (1970, p.56) is further supported by Bartolome (1994, p.177) who contends that “creating pedagogical spaces that enable students to move from object to subject produces more far-reaching, positive effects than the implementation of a particular teaching methodology.” In his conceptualization of a student-centred humanizing pedagogy, Elbow (1994) supports a pedagogy in which the teacher relinquishes authority to the students in order to allow them to craft their own way. His hope is that the students will continue the tradition as they find themselves in positions of power outside the university. According to Bartolome (1994, p.248), the notion of shared power could be realized if the teachers adopt a pedagogy that “values the students’ background knowledge, culture and life experiences.” Such a conceptualization of the humanizing pedagogy regards the student as the real subject, while the course material functions as a means to an end. The adoption of such an approach enables teachers to find avenues for learning that typical instruction does not allow. The moral duty of educators could begin through the following philosophy: “We find each other where we are in the human experience and go from there” (Rodriguez, 2008, p.345). As highlighted by Salazar (2013, p.142) the humanizing pedagogy must be grounded in the diversity of everyday life and interrogate the human experience in the context of power, privilege and oppression to provoke action towards humanization and liberation as espoused by Freire (1974) & McLaren and Jaramillo (2006).

Various studies have shown that students at university level are generally only exposed to the lecture method of teaching which tends to deprive them of a voice thereby denying them the opportunity to interrogate issues critically. Furthermore, lecturers also tend to regard students as ‘mere numbers’ at times, thereby stripping them of their individuality. These are common features of universities world- wide which result in students feeling alienated from the education experience at times. **It would be interesting to uncover especially pre-service teachers’ perceptions of lecturers’ engagement with features of a humanizing pedagogy across countries and contexts with specific reference to Kenya and South Africa and to identify similarities and differences in conceptualization.**

1.2 STATEMENT OF PROBLEM

Even the best curriculum and the most perfect syllabus are fruitless unless quickened to life by the right methods of teaching and the right kind of teachers (Kochar, 1992). Teaching must be a democratic process to avoid teaching authority dependence. Teachers must have humility, coupled with love and respect for their students (Freire, 1972; Ladson-Billings, 1995). In view of Kochar (1992) and Freire’s (1972) statement, teachers’ knowledge, attitudes and skills in teaching plays a role in learning. As potential teachers in the process of becoming, pre-service teachers need to embody the kind of teaching practices and approaches that will stimulate critical and creative thinking amongst their learners through active participation, dialogue and interactive meaning-making. These practices could only be realized if the students are exposed to such approaches and pedagogies in their teacher training environments, especially faculties of education in universities, where their lecturers should serve as role models to stimulate active participation and critical engagement. **It is with this background in mind that the study proposes to compare Kenyan and South African pre-service teachers’ perceptions of their lecturers’ engagement with a humanizing pedagogy.**

1.3 MAIN RESEARCH QUESTIONS AND SUB QUESTIONS

1.3.1 Main Question

What are the similarities and differences between Kenyan and South African pre-service teachers’ perceptions of their lecturers’ engagement with a humanizing pedagogy?

1.3.2 Sub Questions

- What are pre-service teachers' perceptions of a humanizing pedagogy?
- What are the pre-service teachers' humanizing experiences in university lectures?
- What are the pre-service teachers' dehumanizing experiences in university lectures?
- What do pre-service teachers recommend that lecturers should do to promote a humanizing pedagogy?

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 AIM OF THE STUDY

The aim of the study was to analyze the similarities and differences of Kenyan and South African pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy.

1.4.2 OBJECTIVES OF THE STUDY

The objectives were:

- To examine pre-service teachers' perceptions of a humanizing pedagogy
- To identify and explore pre-service teachers' humanizing experiences in university lectures
- To identify and explore pre-service teachers' dehumanizing experiences in university lectures
- To examine pre-service teachers' recommendations to promote a humanizing pedagogy among university lecturers

1.5 DEFINITION AND CLARIFICATIONS OF TERMS

1.5.1 Pre-service teachers

Pre-service teachers in the context of this study refer to teacher trainees in their 3rd year of the Intermediate phase program who are being trained to teach grades 4-6, in two public universities in Africa.

1.5.2 Arts-based methodology

Arts-based methodology in this study refers specifically to the pre-service teachers' creation of role plays as a primary means of understanding and examining their experiences in terms of how their lecturers engage with the humanizing pedagogy during instruction.

1.5.3 Humanizing pedagogy

In the context of this study humanizing pedagogy is the art of teaching in a humane way through dialogue. There is no learning without the act of mutual dialogue. Yet for dialogue to be transformative it needs to be conducted in relations of love, mutual respect, and trust (Freire, 1970).

1.5.4 Teaching and lecturing

For the purposes of this study the terms teaching and lecturing and teachers and lecturers will be used synonymously, since within the Kenyan context lecturers are referred to as teachers.

1.6 LITERATURE REVIEW

A wide range of relevant literature focusing on the humanizing pedagogy, within the context of higher education, were explored and analyzed with reference to students' experiences of their lecturers' engagement with a humanizing pedagogy. A variety of other sources such as journals, academic papers, books, websites, magazines, newspapers and unpublished theses on the topic were consulted for the purposes of the literature review.

1.7 THEORETICAL FRAMEWORK

The study will be framed within the context of Freire's conceptualization of the humanizing pedagogy, which highlights concepts such as the language of critique, dialogical engagement and praxis as constituting the core of the humanizing pedagogy. Freire's (2005) notion of education as a movement of inquiry directed towards humanization that liberates human beings will serve to guide the study as a whole. The focus on education as a liberating praxis enables learners to become subjects of the education process by overcoming their "authoritarianism, and an alienating intellectualism" (Freire, 2005:85) which enables them to question their false perception of reality. Bearing this in mind the humanization process will premise the learner at the centre of learning and not as the marginalized other that characterizes banking education.

1.8 RESEARCH METHODOLOGY

1.8.1 Research approach

Since the objectives of this study were qualitative in nature I therefore considered qualitative research as the most suitable paradigm for the purposes of meeting the objectives of the study. According to Creswell (2003, 2013), a qualitative study is ‘an inquiry process for the understanding of a social or human problem based on building a complex, holistic picture, formed with words, reporting a detailed view of informants and conducted in a natural setting.’ I chose the qualitative approach, because it places emphasis on understanding through analyzing students’ creative role plays.

An arts based qualitative research methodological approach, referred to as performative inquiry, that shares characteristics of ethno- drama (Fels, 2004), was used for the purposes of this research study. According to Fels (1998) performative inquiry is a research methodology that uses the medium and processes of drama as a way of knowing. This qualitative approach investigates how performance (improvisation, role-play and play building) creates a co-evolving interaction between participants, their environment and the subject theme within which moments of learning emerge (Fels, 2004). The pre-service teachers were involved in performative inquiry, in particular, through the creation of role plays and play building (Tarlington & Michaels, 1995), an approach where the group collectively builds a play around a particular issue or theme in this case the theme of a humanizing pedagogy. They were firstly introduced to the concept of the humanizing pedagogy through readings and discussion and thereafter they were required to create role plays depicting how they view their institutions in South Africa (University N) and Kenya (University M). The characteristics of arts based research is that it, as described by Finley (2005, p.686), ‘provides a formula for a radical, ethical and revolutionary qualitative inquiry.’ In this case the role plays were used for the purposes of ‘self-reflection, self-expression and communication’ (Finley, 2005, p. 686), among the participants.

1.8.2 Research paradigm

According to Willis et.al (2007), a paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field. The paradigm selected guides the researcher in philosophical assumptions about the research and in the selection of tools, instruments, participants, and methods used in the study (Ponterotto, 2005).

This study used the social constructivist paradigm. Essentially, constructivists hold that reality is constructed in the mind of the individual, rather than being an externally singular entity (Hansen, 2004). Hansen further explains that a distinguishing characteristic of constructivism is the centrality of the interactive nature of participant dialogue. The participants were afforded opportunities to explain how their role plays articulated their experiences on a humanizing pedagogy. This was an interactive process involving both the participants and me. Epistemologically, the study was interactive as the participants interacted freely with me through focus group Interviews and reflective sessions based on the role plays. The findings were created through interaction between the researcher and participants and also through the interaction amongst the participants. This explains how the social constructivist paradigm was effected within the research process.

1.8.3 Case study design

Despite the widespread use of case study methods throughout the social sciences, no consensus has emerged as to the proper definition, either of a case or a case study. George & Bennett (2005, p. 5) define a case as “an instance of a class of events”, and a case study as “the detailed examinations of an aspect of a historical episode to develop or test historical explanations that may be generalizable to other events” (p.17). From these definitions what was clear was that since I was working with a small scale research the purpose was to probe deeply and to analyze the situation under study intensively. Case researchers normally seek out both what is common and what is particular about the case. For the purposes of this study I aimed to investigate how the humanizing pedagogy was implemented and what was both common and different between the two universities in Kenya (M) and South Africa (N); in this regard I opted for the adoption of a qualitative multiple case study design.

1.8.4 Population and sampling

1.8.4.1 Population

The population consisted of pre-service teachers in their third year of teacher training, specializing in the Intermediate Phase (grades 4-6) in the Faculties of Education in the two public universities.

1.8.4.2 Sampling

From this population a sample comprising 40 participants; 20 participants from each of the Universities (M and N) constituted the sample. For this qualitative study, purposive sampling was implemented as the participants included those who were able to contribute the ‘rich, thick’ data that served to deepen my understanding of students’ experiences of how their lecturers embrace principles of humanizing pedagogy in their classes. A facilitator guided each of the two groups in the drama-in-education process which enabled them to create their role plays.

1.8.5 Data generation strategies

Data were collected by means of observing the role plays; as well as class reflection sessions based on their presentations after each play, focus group interviews and written narratives on their experiences at university relating to their lecturers engagement with a humanizing pedagogy and written reflections on their experiences.

1.8.5.1 Role plays

A role play is a pedagogy that has been used in a wide variety of content areas (Rao & Stupans, 2012). Essentially, it is the practice of having students take on specific roles usually ones in which they are not familiar and acting them out in a case-based scenario for the purpose of learning course content or understanding “complex or ambiguous concepts”(Sogunro, 2004, p.367).

Though role playing is not a popular research approach for data generation, it is collaborative in that it drew me and the participants closer together. The participants were able to create role plays based on their experiences in which they were able to showcase both humanizing and dehumanizing lecturing approaches. The role plays generated through arts based methodologies, in this case drama-in-education, were video- taped, transcribed and analyzed thematically.

1.8.5.2 Focused group Interviews

According to Johnson and Christenson (2008, p.209) a focus group interview is a type of “group interview in which a facilitator leads a discussion with a small group of individuals to examine in detail, how the group members think and feel about a topic”. Apart from generating role plays based on how they perceived humanizing pedagogical principles and practices in their classes, they also discussed their roles as humanizing teachers and made recommendations on how to promote humanizing pedagogy in faculties. Bloor and Wood (2006, p.89) indicate that it is of more value to “use a smaller group when conducting focus group interviews as more in-depth, rich

information will be delivered”. Bearing this in mind, the focus group interviews were conducted with groups comprising a small number of participants to ensure that the in-depth discussion of participants’ experiences, thoughts and ideas could be realized. The participants’ thoughts and the reasons for their viewpoints were also explored and discussed. The groups consisted of five participants each.

1.8.5.3 Written Narratives

Participants’ narratives represent a type of document analysis used in order to extract themes to highlight the topic being investigated. The analysis can range from an extraction of general themes to a tight, specific and detailed analysis. In qualitative analysis participant narratives identify major themes (Duignan, 2008).

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes. In this study I used participant narratives on how the participants perceived the humanizing pedagogy in the classrooms which were transcribed and analyzed according to themes.

1.8.6 Measures of trustworthiness

The trustworthiness of qualitative research is generally often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Many naturalistic investigators have, however, preferred to use different terminologies to distance themselves from the positivists’ paradigm. One such author is Guba, who proposes four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study (Guba, 1981) which he identifies as follows;

- (a) Credibility (in preference to internal validity)
- (b) Transferability (in preference to external validity/ generalizability)
- (c) Dependability (in preference to reliability)
- (d) Confirmability (in preference to objectivity)

For the purposes of this study credibility and confirmability constituted the measures of trustworthiness

1.8.6.1 Credibility

Credibility focused on the correlation between the findings and reality. It was achieved by means of triangulation, which in this study involved the combination of role plays, reflections after plays, group interviews and written narratives.

1.8.6.2 Confirmability

Confirmability was achieved through ‘the audit trail’. Confirmability enabled me to trace the course of the study step by step as the interview transcripts and video recordings were returned to the participants to verify whether their words were captured correctly. Confirmability ensures that bias is eliminated from the research procedures and that data and the interpretation of the study are a true reflection of what was investigated (Cohen, et al, 2000). To ensure that confirmability was effected I invited a neutral person to confirm my data findings.

1.8.7 Ethical consideration

Ethical clearance was sought from the Nelson Mandela Metropolitan University’s Ethics Committee. Permission was also sought from the directors of Initial Teacher Education; the DVCs in charge of Research and Management; the Directors of the Faculty of Education of both universities in Kenya and in South Africa to conduct research.

The pre-service teachers were also informed in writing about the purpose of this research study and written consent was sought before the actual research commenced. Participants were assured that all information obtained through the research process would remain confidential and that their anonymity would be safeguarded. I took the necessary precautionary measures to protect all participants and not to violate their privacy during the interviews and observation sessions. Participants were allowed to withdraw from the research process if they wished to do so. I had to seek the services of a counselor in case some participants were traumatized either by their participation in the role plays or by observing them (from the Universities’ Guiding and counseling Departments). For the purposes of anonymity I requested the participants not to use their real names during the role plays, reflective focus group interviews and written narratives but instead

used pseudonyms. A confidentiality clause was signed by students to ensure that all information obtained during the research process remained confidential.

1.9 LIMITATIONS AND DELIMITATIONS

1.9.1 Limitations

It should be noted that only two universities were selected for the purposes of this research investigation. Furthermore, this was only a small scale study that focused on 40 pre-service teachers, i.e. 20 pre-service teachers from each university. A larger study could not be undertaken due to transport and financial considerations.

The small size of the sample of 20 pre-service teachers per university may not provide a true reflection of pre-service teachers' perceptions of a humanizing pedagogy across universities in the two countries.

1.9.2 Delimitations

The population of this study comprised pre-service teachers in their third year of study in the Intermediate Phase (grades 4-6) from the Faculties of Education of the two Universities. The findings of this study can therefore not be generalized to first, second and fourth year pre-service teacher groups in the Faculties of Education of the two universities, other faculties in the Universities and to all universities in both Kenya and South Africa.

1.10 SIGNIFICANCE OF THE STUDY

This study was significant in that it served to provide insights into the kinds of practices and approaches adopted by lecturers in faculties of education in two African universities. The comparative study of the experiences of pre-service teachers shed light on the similarities and differences in terms of the pedagogical practices implemented by lecturers during the delivery of their modules/programmes of study. In both institutions M and N students conceptualized the humanizing pedagogy to be associated with dialogical engagement and felt that they were not afforded ample opportunities to think critically and creatively. This is significant in that if lecturers hope to create meaningful learning within the context of their classes that is not aligned to banking learning and teaching, they will have to explore the use of other strategies that will enable students to think rather than to memorize and regurgitate information.

Many scholars emphasize the use of humanizing pedagogy to enhance learning in our institutions. This study was significant for both pre-service teachers and lecturers in that it enabled them to reflect on how the humanizing pedagogy could be implemented in their classes as potential teachers.

1.11 DIVISION OF CHAPTERS

The study consisted of seven chapters:

Chapter 1: Introduction and Orientation to the study

This chapter focused on the background and rationale of this study, problem formulation, aims and objectives.

Chapter 2: Literature review

This chapter will focus on the literature review relating to humanizing pedagogy and related research in this field of education.

Chapter 3: Research methodology

This chapter will focus on the research methodology and design and include the population, sample and data collection strategies.

Chapter 4: Analysis and interpretation of the findings-Kenyan case study

This chapter will focus on an analysis and interpretation of the findings and a discussion of the key issues that emerged from the Kenyan case study (University M).

Chapter 5: Analysis and interpretation of the findings-South African case study

This chapter will focus on an analysis and interpretation of the findings and a discussion of the key issues that emerged from the South African (University N) case study.

Chapter 6: Comparative study of the two cases

This chapter will provide a comparative study of the common and divergent themes that emerged from the study in Kenya (M) and South Africa (N).

Chapter 7: Summary, recommendations and conclusion

This chapter will include a synopsis of the findings, make recommendations emerging from the findings and provide a conclusion to the study.

1.12 SUMMARY

This chapter presented an overview of the study by providing the background to the research problem, statement of the research problem, research questions, aims and objectives of the research and clarification of important concepts. It outlined the reasons for conducting this study using the qualitative approach and social constructivism as a paradigm. The rationale for the study was also expounded on. The chapter highlighted the central issue of the study which is pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy. Ethical considerations, limitations of the study, its significance and literature review were briefly outlined.

CHAPTER TWO

PRINCIPLES AND PRACTICES OF THE HUMANIZING PEDAGOGY WITHIN THE CONTEXT OF EDUCATION

2.1 INTRODUCTION

In this chapter the notion of a humanizing pedagogy in university classes will be discussed, not only in general terms, but also more particularly, in promoting dialogical engagement in class; application of the humanizing pedagogical principles and practices during instruction and teacher education programs. In order to do so, I will also provide insight into the critiquing of the ‘Banking concept of Education’ as highlighted by Paulo Freire (1993) and other scholars. This informs the traditional schools where teachers are conditioned to lecture assert their authority, transfer official information and skills which they regard as the proper way for professionals to do their work. It is not easy for them to share decision-making in the classroom, to negotiate the curriculum, to lead dialogue where student expression has an impact on the course of study, and to learn with and from students. Freire (1993) argues that education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously “students and teachers”.

In recent years interest has grown in ‘pedagogy’ within the corridors of education. There have been those like Paulo Freire seeking a pedagogy of the oppressed or critical pedagogy; practitioners wanting to rework the boundaries of care and education via the idea of social pedagogy; and sometimes the government pushing for certain preferred pedagogies (Smith, 2012). In this study I will approach ‘pedagogy’ as the art and science of teaching since I will be able to connect crucial areas of humanizing pedagogy in pre-service teacher education and their roles as teachers. Since teachers’ thinking and ideas are manifested in their overall pedagogic approaches, garnered from the kinds of teaching and learning experienced as school learners themselves, the approaches promoted in initial teacher education and continuing professional development, those specified in the curriculum reforms have moved away from ‘teacher-centred’ pedagogic approaches to more ‘student-centred’ or active learning approaches (UNESCO,2005).

In order to include a wide number of studies on pedagogy, I have conceptualized effective pedagogy as those teaching and learning activities which effect some observable change in students leading to greater engagement and understanding between the lecturer and the student.

Noddings (2005) asserts that as we listen to our students, gain their trust and, in an on-going relation of care and trust, it is more likely that students will accept what we try to teach. They will not see our efforts as ‘interference’ but, rather, as cooperative work proceeding from the integrity of the relation. It is important to note that as we engage our students in dialogue, we learn about their needs, wishes, talents, aspirations, and interests. This makes us gain important ideas from them, plan for their individual progress and inspires us to work even harder in making sure we enhance learning in our classes. Here I wish to suggest that a good way of exploring pedagogy is by the process of accompanying learners; caring for and about them; and bringing learning into life (Smith, 2012). My starting point is the nature of teaching and learning in our institutions of higher learning. The problem here is while looking to help students learn, the way a number of lecturers work is not necessarily something we can be proud of. Often lecturers fall, or are pushed into trying to drill learning into students according to some plan often drawn up by others. Paulo Freire (1972) famously called this ‘banking’ –making deposits of knowledge. It can quickly descend into treating learners like objects; things to be acted upon rather than students to be related to.

2.2 ANALYSIS OF PEDAGOGIES OF TEACHING AND LEARNING

Pedagogies refer to the art and science of teaching. Effective lecturers use an array of teaching strategies because there is no single universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes in higher institutions. Teacher education students begin to understand that pedagogical methods and classroom management techniques are not isolated, rule-driven, universal procedures but parts of larger articulations of educational purposes in higher institutions of learning.

2.2.1 Fundamental pedagogy

Fundamental pedagogics, which can be traced back to the 1950s, is subsequently rooted in the principles of behaviorism. Behaviorism emerged as a theory of learning from the work of Thorndike, Pavlov and Skinner. This was seen as biologically driven; a form of adaptation to the environment. The learner is rewarded for small steps of learning and achievement with consistent positive reinforcement. Fundamental pedagogics promoted the scientific method as the only ‘authentic’ method to study education. According to Kallaway (2002, p.330) it provided a theoretical framework that elevated the teacher to the level of an expert and authority. Teachers

were the dominant subjects in the classroom and the focus was on their ideals and values (Cohen, Manion & Marrison, 2009). Fundamental pedagogy broadly supports teacher-centred approaches where the teacher is the sole authority figure, with little student choice or interaction; this results in practices such as lecturing, demonstration, rote learning, memorisation, choral repetition, imitation/ copying (Barrat, Sajid et al., 2007). Learners were seen as subordinates, to the extent that their opinions and feelings were often negated as they were regarded as irrelevant. Fundamental pedagogies promoted pedagogical approaches that were authoritarian (Kallaway, 2002). Critiques of Fundamental pedagogy lie in the surface-nature of the knowledge acquired and the way in which the ‘one- size- fits- all’ approach excludes students with individual differences, where the teacher remains unaware of the students’ current knowledge or misconceptions.

2.2.2 Constructivism

Constructivism was founded on the idea that knowledge was not a simple object that could just be given by the teacher to the students. Constructivism views knowledge as socially constructed and learning as essentially a social process. The constructivist teacher becomes part of the learning process and adopts an individualistic approach that allows students to guide themselves and be able to learn and develop their own skills through their own experiences through interaction. Brandon & All (2010) assert that Constructivist approaches to teaching and learning are based on the premise that humans learn through their experiences and prior knowledge of their own actions and understandings. Constructivism is student-centred. According to Wildermann (2011), the constructivist teacher is not a passive onlooker, but is proactive in enabling the learner to become a more self-disciplined individual in modern society. Noddings (2005) notes that constructivist approaches include activities aimed at building on students’ current knowledge, matching their appropriate developmental stage, and challenging them so that, through the process of accommodation, they continue to make progress. Individual and group work centred on problem solving and project work is appropriate.

2.3 HUMANIZING PEDAGOGY

2.3.1 Overview of the humanizing pedagogy

The notion of a humanizing pedagogy is increasingly emerging as an appropriate and much needed educational philosophy for the 21st century, as it focuses on the humanness of society. Price and Osborne (2000, p.29) explain that, “in its most simplistic form the process of becoming human in education is about an understanding of the self in relation to others in the world”. Humanizing pedagogy develops several concepts that relate to critical teaching and learning, including voice, power, culture and ideology (Sleeter, 2013). “Voice” is grounded in Freire’s notion of dialogical communication, which rejects both the authoritarian imposition of knowledge and also the idea that everyone’s beliefs are equal. In Freire’s view (1978), the development of democratic life requires critical engagement; it occurs neither when some parties opt out silently, nor when those with the most power simply impose their views.

The concepts of voice and dialogue act as tools for uncovering whose ideas are represented and whose ideas have been submerged, marginalized, or left out completely. Banks (2004) emphasized that students must attain democratic values in school if we ever hope to change the political, social, and economic structures of stratified societies and nation-states because they are the future citizens and leaders. For example by using observations and interviews, Howard (2001) studied the impact of four elementary teachers’ use of culturally responsive pedagogy on African American students. The students described the teachers as caring about them, and making learning fun. As a result they wanted to participate. People should, on the contrary, be made aware that they have the right to ask questions regarding the “how’s and why’s” of their life (Fritze 2010, p. 7). Students are treated as active agents of knowledge creation, and classrooms as democratic public spheres. This means that, as contended by Burton and Bartlett (2005), class materials are used as tools for expanding students’ knowledge and skills rather than as content that is simply deposited into the students.

Real-life problems and issues that emerge in their societies can, for example, present ideal opportunities for a problem-posing approach during which all parties can learn through dialogue. For Freire “all learning is rational, and knowledge is produced in interaction” (Burton and Bartlett 2005, p. 346). Thus what emerges from this discussion is that lecturers must create new learning experiences that challenge traditional understanding of knowledge and allow students to not only

develop an understanding of who they are, but realize that they have something to contribute to dialogue that is often centered around theoretical notions of human behavior without much applicability in a setting that can often times be intimidating. Therefore learner participation through dialogue is crucial.

2.3.2 Paulo Freire and the humanizing pedagogy

Educational scholars assert that Paulo Freire is one of the most influential thinkers of modern times, and perhaps the most important and original educational thinker of the 20th century. Freire opines that humanization is the process of becoming more of a social, historical thinking, communicating, transformative, and creative human being who is able to participate in and with the world (Freire, 1972). In *Pedagogy of the Oppressed*, Freire (1970) argues that teachers enact humanizing pedagogy in a quest for “mutual humanization” (p.56) with their students; a process fostered through problem-posing education where students are co-investigators in dialogue with their teachers. Freire (1970) explicitly rejected a “banking” form of pedagogy “in which students are the depositories and the teacher is the depositor” (p.53); viewing it as an instrument of control over the masses. Instead, he viewed empowering pedagogy as a dialogical process in which the teacher acts as a partner with students, helping them to examine the world critically, using a problem-posing process that begins with their own experience and historical location (Sleeter, 2013). As such the roles of the lecturer and the student in higher education institutions become interchangeable, since both relate to each other as subjects instead of objects hence becoming co-learners in their quest for knowledge through dialogue.

2.3.2.1 Critique of the Banking Concept

Although we come to the classroom to learn, experience, and grow, what often transpires in the class or lecture room is that students and teachers enter with the expectation that the learning process is one where an established system of action and experience will occur. This ‘banking’ concept of education opposes any form of inquiry (Freire, 1970). It orients students to conform, to accept inequality and their places in the status quo and to follow authority. Freire’s critical pedagogy, however, invites students to question the system they live in and the knowledge being offered to them and to discuss what kind of future they want, including their right to elect authority and to remake the school and the society they find themselves in. Through problem-posing, students learn to question rather than to merely respond to questions. According to this pedagogy,

students experience education as something they do, not as something done to them by others. They are not empty vessels to be filled with facts, or vacant bank accounts to be filled with deposits from the required syllabus. According to the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing (Freire, 1993). Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence. The students, alienated like the slave in the Hegelian dialectic, accept their ignorance as justifying the teachers' existence-but unlike the slave, they never discover that they educate the teacher (Ammarota & Romero, 2006).

The banking model of education promotes passivity, acceptance, and submissiveness and turns students into objects that must be filled by the teacher. For Freire (1993), teaching and learning are human experiences with profound social consequences. Education is not reducible to a mechanical method of instruction. Learning is not a quantity of information to be memorized or a package of skills to be transferred to students. Classrooms die as intellectual centers when they become delivery systems for lifeless bodies of knowledge. Instead of transferring facts and skills from teacher to students, Freire invites students to think critically about subject matter, doctrines, the learning process itself, and their society. Freire (1993, p.247) provides a critique of the banking concept of education which, according to him, stifles the individuality and creativity of the learner: "Banking education maintains and even stimulates the contradiction through the following attitudes and practices, which mirror oppressive society as a whole:

- (a) The teacher teaches and the students are taught. This implies that the teacher will provide knowledge irrespective of the students' needs, wishes, aspirations, concerns, interests among others.
- (b) The teacher knows everything and the students know nothing. This means that the teacher is the source of knowledge and the students know nothing.
- (c) The teacher thinks and the students are thought about. This means that the student is passive and only but a vessel where facts are deposited.
- (d) The teacher talks and the students listen- meekly. This means that the students are only there to be seen and nothing else. Theirs is only to get the facts and not question anything.

- (e) The teacher disciplines and the students are disciplined. This means that students develop authority dependence and they are to obey the authority but not to question or ask anything.
- (f) The teacher chooses and enforces his choice, and the students comply. This means that the students do what the teachers say and want them to do.
- (g) The teacher acts and the students have the illusion of acting through the action of the teacher;
- (h) The teacher chooses the program content, and the students (who were not consulted) adopt to it;
- (i) The teacher confuses the authority of knowledge with his/her own professional authority, which she and he sits in the opposition to the freedom of the students
- (j) The teacher is the subject of the learning process, while the pupils are mere objects. They are only to receive facts and deposits as deposited to them”

From the above it is clear that the banking of education interferes with the democratic and critical development of students. Students develop authority-dependence; to them education means listening to teachers to tell them what to do and what things mean instead of dialoguing and negotiating with them. The study thus aims to explore through students’ role plays, iterations and experiences whether lecturers are still confined to the banking system or whether they are embracing alternative approaches that stimulate students to think critically and creatively and to question so-called sacrosanct knowledge.

Freire (1993) argues that it is not surprising that the banking concept of education regards men as adaptable, manageable beings. The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is, and to the fragmented view of reality deposited in them. Burke et al. (2008) maintain that “when life experiences are ignored dismissed or devalued, students infer that their personal perspectives and world views are not essential to their learning experiences” (p.66). When this is the case learners’ academic growth is stunted and they feel devalued. From this it thus emerges that students are seen as subordinates and therefore their opinions and feelings are often negated since they are regarded as irrelevant.

Many talents have been nurtured through the adoption of a humanizing pedagogy and many of these individuals, who may be more technically than academically orientated, have become the world's innovative brains behind many economic projects. The reason for this contradiction, as pointed out by Giroux (2013) and Darling Hammond (2012), could be ascribed to the fact that society tends to regard academic knowledge as a measure of success at the expense of technical knowledge and critical and creative skills. Nurturing students' cognitive, affective and psychomotor skills will serve to mould students into well-rounded individuals, rather than passive recipients of content. The conceptualization of success based on what one becomes, rather than on what one achieves is a view articulated by Bain (2004) as well and which resonates with my own teaching philosophy.

Freire (1993) further argues that in a problem-posing pedagogical situation both teachers and students are subjects. In banking education the teacher alone is the subject; while the students, as vessels to be filled, are merely objects. Freire (1993, p.244) writes that: "problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of persons as beings who are authentic only when engaged in inquiry and creative transformation." Most teaching is indeed about issuing communiqués. These communiqués have been prepared in advance by others about subjects, which they have determined the students should know. It is a one way dialogue. In examining dialogical engagement within lectures the study aims to establish whether students' voices are valued or whether they are straight-jacketed into viewing the world from narrow minded perspectives.

Freire (1993) discusses banking education versus problem-posing education in the context of his pedagogy of the oppressed; certainly in problem-posing education the **teacher-student** respects the **student-teacher** because a reality is recognized, that in fact the teacher is not an absolute authority on the subject, and the students are able to make valid contributions. This symbiotic relationship helps students and teachers overcome the alienation from each other developed year after year in traditional banking classrooms, where a one-way monologue of teacher-talk silences students. Dialogue for critical consciousness is grounded in one's lived experiences, reflects social and political conditions that reproduce inequity and oppression, and fosters action to interrupt and disrupt oppression (Souto-Manning, 2006). This informs their sense of collaboration in teaching and learning, which will now be discussed.

2.4 PRINCIPLES AND PRACTICES OF THE HUMANISING PEDAGOGY

The principles and practices serve to heighten the perceptible dispositions, knowledge and skills that lecturers require to humanize pedagogy. The principles identified by Salazar (2013, p.138) together with those of Freire and others will serve as a basis for an interrogation of the key features of the humanizing pedagogy. Salazar, in her review of the humanizing pedagogy, contends that the principles which she identifies in her article serve to operationalize the theoretical assertions. The following 10 principles, identified by Salazar, will undergird my understanding of humanizing pedagogical principles within the context of this study:

2.4.1 The reality of the learner is crucial

The reality of the learner is crucial to the development of the humanizing pedagogy (Huerta, 2011). Lecturers need to take responsibility for their learners' learning, and not the other way round. Noguera (2007) insists that teachers must constantly challenge the present social and economic constraints and not become complacent. They need to nurture strong relationships with their learners in order to improve their behaviour and achievement. To make this happen, Noguera encourages teachers not to operate in isolation, but to reflect on their practice constantly and learn from each other how to also foster good relationships with their parents. A student centred approach involves students in classroom decision-making, increased student voice and active participation in the classroom. According to McKinney (2007) we need to move away from the teacher-centred approach that makes the teacher "the expert" and students' mere vessels to be filled with knowledge but view students as primary contributors to their learning. Collaboration that is making students feel as though they are not merely participating, but rather producing, helps students think critically, communicate effectively and create the classroom community (McKinney 2007). Collaboration helps students discover and develop their own voices. Hutchings (2005) asserts that the dialogue expressed is a very open and honest reflection of some of the insights, reflections and challenges faced during self-study and their relationships with fellow students.

Students, who are engaged, demonstrate sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity to do so and exert effort and concentration in the implementation of learning tasks; they generally illustrate positive emotions during ongoing actions, including enthusiasm, optimism, curiosity and interest (Fletcher 2005).

When the lecturer fails to engage the students, as highlighted by Cody (2013), they become disaffected and passive, do not try hard and give up easily in the face of challenges; they become bored, depressed, anxious or even angry about their presence in class, and can easily withdraw from learning opportunities or are even rebellious towards teachers and classmates. A variety of teaching approaches, including didactic, experiential and other forms, can foster student engagement.

2.4.2 Critical consciousness is imperative for students and lecturers

Salazar (2008) asserts that critical consciousness is imperative for a humanizing pedagogy in that the development of critical consciousness provides lecturers and students with the opportunity to become fully human. Freire (1993) argued throughout his life that oppressed people need to develop a critical consciousness that will enable them to denounce dehumanizing social structures, and announce social transformation. In the process of teaching literacy to adults, he created cultural circles in which students focused on topics of concern to them, discussed and debated in order to clarify and develop their thinking, and implemented strategies for action. This takes place through a dialogic approach wherein the teacher is no longer authoritative, but an intellectual who enables students to develop critical consciousness relating to their own oppression and to act on the world as they learn in order to change it (Bartolome, 1994).

In Freire's critical classrooms, teachers reject the methods that make students passive and anti-intellectual. A critical teacher is a problem-poser who poses thought provoking questions and encourages students to ask their own questions and learn to question responses rather than merely to respond to questions. Keet et al. (2009, p.112) urge that "educators and education authority figures should comprehend how their own power functions in the processes of entrenching or disrupting meaning making frames. This necessary self-awareness is a prerequisite for humanizing pedagogies". From a more general pedagogical perspective, evidence also suggests that students' learning is enhanced when teachers' pay attention to the knowledge and beliefs that learners bring to a learning task and when they use this knowledge to develop instruction by monitoring students' perceptions as instruction continues. To accomplish this, Salazar (2008) suggests the need to engage in praxis or critical reflection and action, in order to nurture critical consciousness for teachers and students. By teachers engaging regularly in this type of dialogue, we could see how they would inspire each other to consider better ways, to influence each other positively in order to better serve their students. Franquiz and Ortiz (2012) speak of the quest in which teachers

applying humanizing pedagogy engage themselves which Freire (1970) refers to as mutual humanization.

2.4.3 Students' socio-cultural resources are valued and extended

Franquiz and Salazar (2004) posit that lecturers who orient towards a humanising pedagogy build on students' culture, history, perspectives, and life experiences. In most cases students' cultures and backgrounds are not taken into account when curriculum is designed, resulting in the invalidation of the students' experiences. Huerta (2011) contends that the lecturer should be able to share their students' experiences, accept a more democratic and less authoritative role, and know how to set up effective group work and tasks and to offer skillful supported instruction at the point it is needed.

2.4.4 Content is relevant and meaningful to students' lives

If education is to prepare learners for life beyond the classroom, schools must be organized to engage the trends of information economies that as Freire (2004) wrote, "are faithful to historic and material circumstances and to the levels of technological scientific development of their context" (p.32). Willingham (2008) asserts that today's students are captive since they are in a highly technological culture of mass-marketed social identities where values are sold as novelty products and therefore require an education committed to their own experiences and media literacy across the curriculum. Noguera (2007) asserts that learning opportunities are only viable if there is a real connection to the school's internal and external environments. This qualitative work involves the co-construction of learning together with young people, affording them opportunities to propose projects, rather than merely having content imposed upon them. Such practices can "transform the outlook of marginalized youth from one of desperate resignation to one of critical awareness and pragmatic optimism" (p.18). Such an anti-authoritarian approach negates the damaging effects of industrial rationality, empowering students to be positive contributors to the development of their educational and societal landscapes. Willingham (2008) points out that the best strategy is when students have specific tasks that motivate them to think about meaning, to affirm positive engagement and task commitment. Demonstration of learning through techniques such as historical excavations and creative presentations of research discoveries, instill in students a stronger dedication to their studies and a fuller sense of self as a contributing voice to larger educational and social conversations. To make education relevant, it is imperative to examine the

most pressing problems that the students face. Therefore successful content should focus on an inclusive approach that concentrates on working with students, incorporating discussions based on their life experiences and the issues affecting them.

2.4.5 Students' prior knowledge is linked to new learning

A humanizing pedagogy integrates students' prior knowledge and links this knowledge to new learning. According to Franquiz and Salazar (2004) pedagogic practices prioritize student-teacher or student-student interaction. Small group, pair and whole class interactive work, extended dialogue with individuals, higher order questioning, teacher modelling, showing, reciprocal teaching and co-operative learning can all be seen as justified because lecturers and students are able to share their culture and language during teaching and learning. Through all these practices students are able to demonstrate their knowledge and experience, and in this way are viewed by others as being able and confident which enhances learning.

2.4.6 Trusting and caring relationships advance the pursuit of humanization

According to Huerta (2011) lecturers should be able to listen to students' personal feelings, interests, needs, aspirations, and concerns; get to know them on personal levels, try to understand their home experiences and build on mutual respect among students, families and the teachers. In this study I advocate for a caring and family-like environment in the classroom, that makes learning authentic and meaningful. This will motivate students to participate in class discussions which will enhance collaboration. Noguera (2007) delineated the task of educators in this pursuit to have "an openness to hearing young people share their perceptions of the social reality they inhabit, and a willingness to engage in acts of solidarity in the fight against the oppression they face" (p.33). For students to experience success, they must learn about the power of their autonomy and begin to establish boundaries that support the growth of the whole class. If educators are to guide students towards substantive achievement, they must first attend to this social responsibility, facilitating student-centred dialogues inside their classrooms that move beyond simple academic exercises.

2.4.7 Mainstream knowledge and discourse styles matter

Lecturers should act as cultural mentors to support students in accommodating the culture of the classroom. Analytical lecturers also motivate their students to examine themselves and society critically. Freire (1993) developed an approach to education that links the identification of issues to ‘read’ the society around us. It is essential that people link knowledge to action so that they actively work to change their societies at local level and beyond. Freire (1993) talks of the importance of curiosity, critical thinking and ultimate hope. His pedagogy challenges teachers and students to empower themselves for social change, to advance democracy and equality as they advance their literacy and knowledge. His critical methods urge teachers and students to question the existing knowledge as part of their democratic duty.

2.4.8 Students will achieve through their academic, intellectual and social abilities

Lecturers, who are oriented towards a humanizing pedagogy, believe in students’ academic, intellectual, and social capacities; hold high expectations of their students; encourage them to think independently; incorporate a range of learning styles; and engage students in solving real-world problems (Huerta, 2011; Salazar, 2008). Proponents of critical pedagogy, like Freire (1993), advocate for a humanistic pedagogy based on the understanding that education can be a form of liberation; a process by which the teacher invites the students to recognize and uncover reality in a meaningful and critical manner.

2.4.9 Student empowerment requires the use of learning strategies

Salazar (2010) insists that lecturers need to successfully intervene to facilitate effective training and that they should tailor the curriculum to the needs of the students and the social and epidemiological context in which the learning takes place. Zepke & Leach (2010) argue that, engagement is students’ cognitive investment in, active participation, and emotional commitment to their learning (p.168) or, engagement is “students’ involvement with activities and conditions likely to generate high-quality learning” (p.168).

Based on this synthesis of research according to Zepke and Leach (2010) student engagement could be promoted by:

- Enhancing students' self-belief- students engage when they act as their own learning agents working to achieve goals that are meaningful to them. Students' beliefs about themselves as learners are very important.
- Enabling students to work autonomously, to enjoy learning relationships with others, and to feel that they are competent to achieve their own objectives; when lecturers provide opportunities for students to learn both autonomously and with others, students are more likely to be motivated to engage and succeed (p.170).
- Recognizing that teaching and teachers are central to engagement; if the teacher is perceived to be approachable, well prepared and sensitive to students' needs, students work harder, get out of the session and are more likely to feel free to express their opinions (p.170).
- Creating learning that is active, collaborative and that fosters learning relationships- Findings acknowledge that learning in groups, peer relationships and social skills are important in engaging learners (p.171).
- Creating educational experiences for students that are challenging, enriching and that extend their academic abilities; engage students in activities and assignments that challenge them. Lecturers need to create rich educational experiences that challenge students' ideas and stretch them as far as they can go. When students reflect, question, conjecture, evaluate and connect ideas, they are engaged.
- Ensuring that institutional cultures are welcoming to students from diverse backgrounds- Students must feel accepted and affirmed to become engaged. They must feel they belong to an institution.
- Investing in a variety of support services; students engage when the culture of the institution values and supports their efforts to learn since they are perceived as part of the institutional culture.
- Enabling students to become active citizens; a democratic-critical conception of engagement should be participatory, dialogic and should lead to their success as active citizenry and academic achievement.

It is thus evident that adopting the above principles to facilitate and enhance dialogic engagement will lead to the development of critical and creative thinking that will ultimately be beneficial to the pre-service teacher. Implementing such strategies in lectures will enhance students' critical and

creative faculties and also engage them in meaningful ways. The implementation of a range of interactive strategies by university lecturers will serve to engage learners in dynamic ways thereby contributing to humanizing experiences on the part of both students and lecturers.

In addition to the above mentioned strategies the Multimedia Educational Resource for learning and Online Teaching (1997-2016) advocated the following Teaching and Training strategies that lecturers could implement in their classes to create humanizing experiences:

- **Active learning**

Active learning is anything that students do in the classroom, other than merely passively listening to an instructor's lecture. Active learning from research shows that students improve their understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking (Ladson-Billing, 1995). Drama in education is an important means of stimulating creativity in problem solving. Buchanan (1985) asserts that drama exploration can provide students with an outlet for emotions, thoughts and dreams that they might not otherwise have the means to express. Students in drama will learn to work together, to cooperate, and to find the best way for each member to contribute and to listen to and accept the viewpoints and contributions of others. No art form is more truly collaborative than drama. It is team oriented and makes provision for active learning by enhancing kinesthetic learning and empathetic understanding, as well as an intellectual understanding of a topic in any subject.

- **Critical thinking**

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer and judge. It brings these activities together and enables students to question what knowledge exists.

- **Discussion strategies**

Engaging students in discussions deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step to encouraging students to talk.

- **Experiential learning**

Experiential learning is an approach to education that focuses on ‘learning by doing’, on the participants’ subjective experience. The role of the educator is to design direct experiences that include preparatory and reflective exercises.

- **Games/Experiments/Simulations**

These can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the internet, phones and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

- **Inquiry-Guided learning**

With the inquiry method of instruction, students are encouraged to discover the meaning of concepts on their own and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.

- **Learner-centered Teacher**

Here the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

- **Problem-based learning**

Problem-based learning (PBL) is an instructional method that challenges students to ‘learn to learn’, working in groups to seek solutions to real-world problems. The problem replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students to their careers.

- **Team-based Learning**

Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that students are more responsible and more engaged when team-based learning is

implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

- **Team Teaching**

At its best, team teaching enables students and faculty to benefit from the healthy exchange of ideas defined by the mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interactions as well as different viewpoints.

2.4.10 Challenging inequity in the educational system can promote transformation

Noguera (2007) insists that lecturers need to take action against the existing dehumanizing policies and practices that exist in our institutions, and teach against the grain of existing oppressive ideologies and systems. The knowledge construction process recognizes all individuals, including teachers and students, as active participants in the construction of knowledge. Hence, students are not perceived as mere recipients of deposits of information (Freire, 2009, p.76), “and the hegemonic features that often characterize teacher-student relationships are eradicated”. Indeed humanizing pedagogical strategies affirm the cyclical nature of knowledge construction. Humanizing pedagogy facilitates classroom and school environments in which students are not only “objects or passive learners but are critical co-investigators in dialogue with the teacher” (Freire, 2009, p.81).

The above principles will serve to guide my understanding of the humanizing pedagogy during my analysis of students’ data relating to their lecturers’ engagement with a humanizing pedagogy elicited through the role plays, reflections, focused group interviews and narrative writing.

2.5 HUMANIZING PEDAGOGY AND TEACHER EDUCATION

In an institution of higher learning devoted to banking pedagogy, students internalize values and habits which sabotage their critical thought. They develop as alienated and anti- intellectual adults after years in mass education and mass culture, where they are treated as objects filled with official ideas and supervised by authorities. In schooling, the imposed standard is transferred by the required syllabuses, mandated text books, tracking, and standardized exams. Freire (1989) states that any educational practice based on standardization, on what is laid down in advance, on routines in which everything is predetermined, is bureaucratizing and anti-democratic.

A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating subject (the teacher) and patient listening objects (the students). Education is suffering from narration sickness. The teacher 'fills' the students with the content of his narration- contents which are detached from reality. Narration (with the teacher as the narrator) leads the students to memorize mechanically the narrated account. Worse yet, it turns them into 'containers', into 'receptacles' to be 'filled' by teachers (Freire, 1993, p.244). It is thus imperative to implement pedagogical approaches in our classes that focus on an enhancement of attitudes, skills, values and critical thinking and not merely rote learning and regurgitation. Unfortunately, however, the latter approach seems to be the trend currently both nationally and internationally across the globe.

Field experiences constitute an important facet of pre-service teachers' preparation in education programs that lead to teacher licensure. Many teacher education programs require pre-service teachers to conduct a field experience in a diverse school (Ladson-Billings, 2000). These field experiences could proffer pre-service teachers opportunities to engage in critical reflections, while demonstrating the use of humanizing principles. A humanizing pedagogy is a pedagogy in which the whole person develops; this is realized as their relationships with others evolve and grow. Hence the teacher and the teacher's development become part of the equation. Humanizing pedagogy is a process of becoming for all parties (Giroux, 2013). The lecturers' influence on pre-service teachers, especially in imbibing humanizing pedagogical principles, is significant in that it would lead to the facilitation of interactive learning by students in classroom contexts. In the context of such learning the pre-service teachers are afforded ample opportunities to engage with the lecturer in a meaningful, dialogical relationship (Ladson-Billings, 2007). A lecturer acts very much like a facilitator in these kind of lessons. This approach, not only allows the pre-service teachers to learn in a nurturing environment, but also enables the lecturer to grow in his understanding of students' concerns thereby enhancing his own knowledge emerging from their individual contexts. According to this view, as highlighted by Giroux (2011), both the student and the lecturer are regarded as learners, since both are prepared to learn from each other, to have diverse experiences and to grow in their knowledge and understanding of each other. Pre-service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford et al 2005). For Freire, curriculum is controlled from above as a means to impose the dominant culture on each new generation of students. Knowledge is not neutral. "We

wanted a literacy program”, Freire wrote in *Education for critical consciousness* (1973), “which would be an introduction to the democratization of culture.... a program which itself would be an act of creation, capable of releasing other creative acts, one in which students would develop the impatience and vivacity which characterize search and invention” (p.43).

Bartolome (1994, p.177) contends that “creating pedagogical spaces that enable students to move from object to subject produces more far-reaching, positive effects than the implementation of a particular teaching methodology.” He further points out that unless educational methods are situated in the students’ cultural experiences, they will continue to experience challenges in mastering the content area. This can only be enhanced when the students are provided with a democratic space where they are afforded opportunities to work on their own by exercising their critical and creative skills so that they are able to move from the known to unknown. As pre-service teachers, this affords them the opportunity to put into practice what they have already learnt thereby making them better teachers, since they will be able to apply the pedagogical principles in their classes as potential teachers (Abuta, 2014).

It has been widely argued that the humanizing pedagogy is a more effective pedagogy since it enables, not only pre-service teachers, but also the lecturers to both conceptualize and enact better ways of doing things especially during classroom activities. In Kenya, due to the increased enrolment of students in many universities in the faculties of education, visits by lecturers to assess students on teaching practice is severely constrained. Abuta (2014) asserts that there are very few lecturers in most institutions of higher education in Kenya. This makes it difficult for pre-service teachers undergoing training during their teaching practice internship or work integrated learning to have quality practicum experiences.

Gregory and Gregory (2011) contends that a strong practicum component is acknowledged as an essential component for teacher preparation, yet many pre-service teachers report that the in-field experiences provided by practicum does not effectively prepare them for their professional role. It is thus important that pre-service teachers be encouraged to engage in discussions about their work integrated learning activities during university lecture sessions. This enables them to review their lessons, encourages deeper reflection on their own teaching approaches and empowers them to appreciate alternative viewpoints. Since teachers are considered to be agents of change, it is imperative for any education system, as highlighted by Ladson- Billings (1995), to meet the externally defined objectives and to enhance teachers’ beliefs, knowledge, attitudes and skills that

will inspire them to embrace humanizing pedagogical approaches. From experience there is strong evidence in life to suggest that teachers, who use a humanizing pedagogical approach, make positive contributions to students' learning and their lives even after school, since learning in the formative years can fashion the individual into what he/she becomes.

2.5.1 Humanizing pedagogical findings from research

Research in the field of the humanizing pedagogy has revealed that the implementation of humanizing strategies leads to enhanced connectedness amongst both the learners within classroom contexts and between the teacher and learners. This ultimately contributes to positive learning experiences which facilitate critical and creative learning.

Ryan and Healy (2009) in their study on ways of disrupting pre-service teachers' perceptions of pedagogy and communication found that many pre-service teachers enter teacher education with problematic or unexamined assumptions about learners and teaching. They offered an authentic learning opportunity to 22 pre-service teachers in their first year at university, in an attempt to disrupt their perceptions about learning and pedagogy. Using a new application of Butin's conceptual framework they showed that during the project the participants developed more complex notions of learners and ways of making meaning. They argued that the 'real-world' experiences when offered before pre-service teachers begin practicum in schools, provides more 'resources' to problematize the practices and institutional discourses encountered in schools. Authentic learning approaches to pedagogy can problematize traditional academic pedagogies, and can illustrate a different way to negotiate the complexities and contradictions of teacher education. Such approaches break with tradition and can illustrate that academic parameters are a social construction and be changed (Butin, 2005).

Omari (2005) explores an engagement with a humanizing pedagogy in a culturally diverse high school poetry classroom. Students' ideas, thoughts, feelings and need for self-expression have been marginalized or silenced, and depending on their access to race, class, and gender privilege the marginalization becomes more or less intense. In this study Omari (2005) found that poetry taught in humanizing ways had the potential to engage students in critical reflection about their own lives which enabled him to transform his teaching. The findings emerging from Omari's study indicate that students established human connections with each other which facilitated critical dialogue.

This study provides an insider view of poetry instruction, in terms of curriculum design, pedagogy, poem selection and teacher-student relationships.

Ukpokodu (2009) in her study on transformative pedagogy and learning investigated pedagogies that foster transformative learning in a multicultural education course. In her study teachers identified the following as pedagogies that fostered their learning transformation and moved them from colour-blindness to colour-vision;

- Dialogic relationships in a learning community
- Writing pre-post narrative inquiries
- Engagement in structured and threaded online discussion
- Critical textual discourse
- Experiential activities
- Experiencing a humanizing pedagogy

Under dialogic relationships in a learning community, this is what she found overwhelmingly; participants expressed a sense of community, comfort and collegiality in the course. Participants used specific descriptors to describe the experience- “the safe environment”, “we were like a family”, “the respect among class members”, “collective learning”, “the open dialogues”, “working in partnership and groups to gain different perspectives”, “comfortable learning climate, all students felt relaxed” comments from document and interview data also illuminated the feeling of a learning community (Ukpokodu, 2009, p.45).

Under engagement in structured and threaded discussions; overwhelmingly, participants identified their engagement in both classroom and online threaded discussions as a powerful medium that influenced their learning transformation and finally under experiencing a humanizing pedagogy. Data revealed that participants perceived the humanization of the teaching and learning process as influencing their learning transformation. Participants expressed this by using several phrases; “instructor’s style- openness and connection with students”, “You support and encourage dialogue and so democratize the classroom”, among others.

Teresa (2011), in her research in the field of the humanizing pedagogy, describes an investigational ethnographic study that explored the pedagogical perspectives and teaching practices of four urban elementary school teachers whom Latino parents and students rated as effective in working with Latino students. Special emphasis is placed on a humanizing pedagogy (Bartolome, 1994; Freire,

1987; Franquiz and Salazar, 2014; Ladson-Billings, 1995; Nieto and Rolon, 1999) for the theoretical framework. This study revealed that these four teachers put into practice what they knew and believed. In general, they had a certain level of socio-cultural knowledge.

Based on this knowledge, they further built relationships with their students and created instructional practices based on students' realities, history and perspectives in order to connect the subject matter to their students. In other words, teachers' prior knowledge and life experiences strongly influence the way they perceive the nature of learning and their students.

It is clear from the findings of this research that the adoption of humanizing principles can lead to the building of positive relationships between lecturers and students thereby engaging them more productively and effectively in the teaching learning process.

2.6 ARTS BASED METHODOLOGIES FOR HUMANIZING PEDAGOGY

According to Boal (2008) performative pedagogy combines performance methods and theory with critical pedagogy in an effort to carry out the dual project of social critique and transformance. Performance offers an efficacious means of completing this project by privileging students' contingent classroom dialogues and interaction and exposing students to value performance through role plays. In this study, I used performative inquiry as a strategy to collect data through role plays to examine students' perceptions of their lecturers' engagement with a humanizing pedagogy.

Arts based methodologies such as drama-in-education incorporating role plays, improvisation, tableaux and performance theatre are examples of humanizing approaches that lecturers could implement in their classes as they provide opportunities for deeper interrogation and reflection on societal issues and engage participants interactively and collaboratively in their meaning-making.

2.6.1 Boal's Theatre of the oppressed

Boal (1974) believed that the human was a self-contained theatre, actor and spectator in one by recognizing that humans have a unique ability to take action in the world while simultaneously observing themselves in action. Because we can observe ourselves in action, we can amend, adjust and alter our actions to have different impacts and to change our world and in this context our higher institutions of learning. Through theatre of the oppressed we can better understand ourselves, our communities and our institutions.

In particular, I argue that Augusto Boal's Theatre of the oppressed practice should be adapted as a method for doing performative inquiry through the creation of role plays for both research purposes and as humanizing approach to facilitate teaching and learning in university lecture rooms. Boal's (1974) practice enlists body-focused performance techniques to encourage participants to investigate experiences of their lecturers' engagement with a humanizing pedagogy and advance recommendations. My adaptation of Augusto Boal's Theatre of the oppressed recognizes the problems faced by pre-service teachers in the two institutions of higher learning during instruction. This study seeks to locate performative pedagogy through role plays.

Boal (1974) argues that traditional theatre is oppressive since spectators are not usually afforded opportunities to express themselves, and that collaboration between both parties, in contrast, allows spectators to perform actions that are socially liberating. He explained that the passivity of the spectator could be broken down into the following steps by which the spectator becomes the spect-actor.

- Knowing the body
- Making the body expressive
- Using theatre as a language
- Using theatre as discourse

Boal (1974) describes theatre as a mirror into which one can reach, change reality and transform. Boal's early praxis and theories of performance remain an effective example of a flexible and transformative critical pedagogy. So much so that his work has certainly served as a turning point in expanding the dialogue of what constitutes theatre and performance. The work of Boal and other radical artistic movements of the 1960s and 1970s significantly challenged the knowledge in the orbit of theatre. In doing so, they significantly helped to shape a relationship between

performance and critical transformative pedagogy. In this study, I used role plays to investigate pre-service teachers' perceptions of their lecturers' engagement with humanizing pedagogy in their classroom. Through the adaptation of aspects of Boal's theatre of the oppressed, for the purposes of this study, I was able to afford Intermediate Phase pre-service teachers an opportunity to express their inner feelings through role plays on their own perceptions of the humanizing pedagogy within university contexts as demonstrated by their lecturers.

2.7 EDUCATION IN KENYA AND SOUTH AFRICA

Since education plays a significant role in the development of any democracy including Kenya and South Africa, many countries have invested generously in the education of its citizens to foster social, economic and political development with a view to reducing social inequality. It is against this backdrop that the two governments have made education reforms as one of their primary objectives since independence. In the next section I aim to focus on pedagogical practices in higher education institutions in Kenya and South Africa that serves to provide insights into how lecturers engage with their students in university lecture rooms. During the discussion I will also briefly touch on education in general to provide a background to education approaches that were adopted during various periods.

2.7.1 Higher Education in Kenya

According to Ondigi et al (2011) the history of education in Kenya still haunts the existing reforms since independence that continues to perpetuate a class structure intended to ensure that the future educated elite would retain identification with ordinary working people and build rational solidarity through influence as witnessed in most world systems. In Kenya education reforms from 1963 to 1975 were mainly based on the social demand model since, after independence, the colonialists left the country and went back home. The colonists had not developed African education adequately hence there was a need to Africanize education and train manpower. The government reformed education to increase participation rates by using the social demand model. The reforms included student allowances at public universities in the late 70's and 80's (Kosgey and Wanyama 2013).

Institutions of higher education have become business oriented and do not focus on the right priorities. Despite an increase in enrolment in most universities, there are limited efforts to recruit staff to meet the increases in student enrolment which compounds the problem of effective

teaching and the use of alternative pedagogical approaches (Ondigi et al, 2011). Essentially, educational reforms ought to focus on the practices that guarantee training in hands-on experiences as opposed to knowledge acquisition. Lecturers must be prepared and care about what students learn, and they should also be competent to teach the curriculum that is broad, blended and progressive as society is changing daily. According to Omwakah (2012) a lecturer at the University of Nairobi decries the laxity of Kenyan teachers in nurturing a healthy teaching and learning culture. Exams are based more on the syllabus than on life skills. “Students are more interested in academic learning and will not be bothered to learn what is outside their course” (2012: p.13). This, according to him, creates a vicious cycle that makes students incompetent in the job market even with their degrees (Omwakah, 2012). Nelson and Johnson (2008) assert that many of the lecturers in institutions of higher learning in Kenya use traditional (teacher-oriented) strategies when teaching their students. Most of their didactic approaches do not serve to promote dialogical engagement as they tend to teach modules mainly through the use of teaching strategies that are teacher-centred in which classroom activities are focused on the lecturers. In these classes students are perceived as objects and passive listeners rather than active meaning makers. Student engagement is most powerful as a driver of quality teaching when it involves dialogue and not only information on the student’s experience. Since students are the intended beneficiaries of the teaching, they are able to provide critical feedback, not only in terms of what works well, but also in terms of what they would like to see being done differently and how.

2.7.2 Higher Education in South Africa

According to Malada (2010) in South Africa learners were regarded as passive and the teacher had the responsibility of transmitting knowledge to the learner. This approach gave the teacher more power over the learners in the delivery of the content designed by the government. It should be remembered that teachers do not have powers in curriculum development, but have powers during instruction. So chances that other learners could be excluded during both teaching and learning processes seemed high as learners had little to say in terms of what they had to learn and how. The teaching and learning pre- 1994 in South Africa was dominated by this mode of behaviourist teaching (Makoelle, 2009). Conversely, after 1994 the government adopted a humanistic approach to teaching and learning based on the philosophy of constructivism which presupposes that the goal of education is to produce learners that are creative with high critical thinking skills. The

learners are active participants in the learning process and have a say in the learning content to be learned (Botha, 2002).

However, while the paradigm shift sought to have good intentions in policies, very little empirical evidence exists that suggest that this shift has achieved effectiveness of the inclusive practices especially in classrooms (Sayed & Carrim, 1998; Naicker, 2005). Furthermore, South Africa is composed of learners of different races, ethnic groups, eleven official languages and learners from different political, religious, socio-economic backgrounds. It is thus imperative for all teachers to be engaged in orientating learners about such differences and ensuring that they begin to know about their differences and learn to respect and tolerate one another. Despite all these policy changes alluded to, however according to Beyers and Hay (2007) it is not clear if the state of inclusion has been realized.

The striking feature of higher education in South Africa is that its provision evolved and reproduced itself along racial and ethnic lines, prompted in large measure by deliberate state policy. South African education directly related to the history of white dominion and consequently higher education reflects the history of unequal relations of power perpetuated during colonial and Apartheid rule (Reddy, 2004). Early colleges inspired the establishment of many other universities in South Africa. The colonising administrations were reluctant to provide education to Africans. Eventually, primary education was grudgingly provided, yet Africans were consistently denied access to higher education would produce anti-colonial and anti-racist resistance movements. Reddy (2004) argues that racial differentiation of universities comfortably replicated the racial organisation prevailing in society. Society resembled an inflexible hierarchical structure, modelled like a pyramid with a minority classified as whites at the top and a large majority of blacks categorised by state policy into Africans, Coloured and Indian 'groups' at the bottom. He found that Higher Education policy was conceived as part of a larger government vision called the National Qualification Framework. This is an idea to establish a certification framework, regulated by the state by organising, arranging, and recognising educational qualifications from pre-primary to tertiary level into a single system of certification. This objective can be traced to the extensive report of the national commission on Higher Education (NCHE) setting out proposal to reform the higher education sector.

In spite of the changes in the education system to make provision for more humanizing approaches to teaching and learning, findings even in this study, reveal that within the South African case

(University N) lecturers still tend to adopt a lecture-centred approach which deprives students' of interactive meaning making.

2.8 SUMMARY

This chapter provided a brief overview of pedagogies of teaching and learning such as fundamental pedagogics, constructivism and the Humanizing Pedagogy based on a problem-based learning approach adopted by education institutions. Furthermore, dialogical engagement was examined as a critical and functional aspect of learning, and principles and practices of the Humanizing Pedagogy, as highlighted by Salazar and Noguero, were presented. The chapter also focused on the value of Arts-based methodologies. Accordingly, the literature review focused on the central issue of the study which is pre-service teachers' perceptions of their lecturers' engagement with a Humanizing Pedagogy, by critiquing the banking system of education and by highlighting theoretical perspectives, pedagogies and teacher education, students' voice and pedagogical strategies in South Africa and Kenyan universities of higher education.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter will provide an outline of the research methodology and design adopted for the purposes of this study, the research process as well as the population and sample, data collection strategies, measures of trustworthiness, data analysis, ethical measures and limitations and delimitations of the study.

According to Mertler (2009), a research design is “a specific plan that will be used to conduct a research study” (p.248) and research methodology is “the specific plan for collecting data in a research study.” This chapter will elaborate on the reasons for selecting the qualitative research approach and explain how the research process was implemented.

3.2 QUALITATIVE APPROACH

A research study can be conducted by either using a quantitative or qualitative approach or a combination of both. The qualitative approach is based on the view that there are multiple realities constructed by different individuals. It is based on the view that there is a single reality that can be objectively measured (Metler, 2009). Qualitative research is fundamentally interpretive in that the researcher develops a description of an individual or setting, analyzes data for themes or categories, and finally draws conclusions about its meaning personally and theoretically, stating the lessons learnt, and offering further questions to be posed (Creswell, 2005). It also represents honesty and openness to research, acknowledging that all inquiry is laden with values (Mertens, 2005).

Cohen, Manion and Marrison (2000) suggest that where measurement is sought the quantitative approach is required. However, where rich thick personal data are sought a qualitative approach would be more appropriate.

This study aimed at gaining insights, thoughts and opinions from pre-service teachers in the intermediate phase of their experiences on lecturers’ engagement with a humanizing pedagogy in their classes. Since insights, human emotions, feelings and values cannot be evaluated quantitatively and cannot be designated a numerical figure, a qualitative approach was adopted. This research was conducted using an arts based approach during which the participants were

involved in a performative inquiry, through the creation of role plays that focused on lecturers' engagement with the humanizing pedagogy. Through the process rich thick narratives were elicited that were analysed qualitatively.

The qualitative research method, according to Wilson (2009, p.113), focuses on an in depth probing of phenomena such as peoples' beliefs, assumptions, understandings, opinions, actions, interactions or other potential sources of evidence. Neill, (2006) contends that the qualitative research method is a way of gaining insights through discovering meanings by improving our comprehension of the whole and explores the richness, depth and complexity of phenomena.

Creswell, (2007) asserts that the qualitative research approach emphasizes individuals' opinions and feelings on issues that directly relate to or affect them. These feelings and opinions cannot be designated numerical figures and cannot be tested in a laboratory or measured using any scientific equipment. Thus this study was conducted by adopting a qualitative perspective in order to achieve its research aims and objectives and gather meaningful data because quantitative measures and statistical analyses simply did not fit the problem.

Weber, (2014) asserts that performative inquiry engages the participants and either solicits or elicits reactions, partially or collectively, through a participatory process. The feedback and collaboration of the participants is an integral part of the creation and dissemination of the study. This study is concerned with pre-service teachers' experiences of the lecturers' engagement with a humanizing pedagogy, relying heavily on interaction of participants through role plays, reflections based on role plays, focus group interviews and written narratives.

3.3 SOCIAL CONSTRUCTIVIST PARADIGM

This study aimed to explore pre-service teachers' experiences of the lecturers' engagement with a humanizing pedagogy. According to Hansen (2004), constructivists hold that reality is constructed in the mind of an individual. Constructivist researchers become part of the research process, enabling the participants to guide themselves and learn through their own experiences as well as those of fellow participants. This means that constructivist researchers will adopt individualistic approaches, as they prefer the participant to develop their skills in their own unique manner, rather than through a form of direct instruction (Brandon & All 2010, p.90). A distinguishing characteristic of constructivism is the centrality of the interactive nature-participant dialogue. Through visual detail and context, art-based approaches demonstrate why and how the study of

one can resonate with the lives of many. Artful representation works well when it facilitates empathy or enables us to see through the researcher-artist's eye. Hearing or seeing or feeling the details of a lived experience, its textures and shapes, helps make the presentation trustworthy or believable, and helps the viewer's realize how the researcher-artist's experience relates to their own as well as the ways in which it differs. According to Weber (2014) artistically crafted work creates a paradox, revealing what is universal by examining in detail what is particular. The more visual detail that is provided about the context of the participants' experience and interpretations, the better the audience will be able to judge how this may or may not apply to their practice and concerns, and the more trustworthy the work appears, leaving the reader to decide for themselves. In this study the findings emerged from an analysis and interrogation of the participants' role plays, reflections, focused group interviews and written narratives.

3.4 MULTIPLE CASE STUDY DESIGN

A multiple case study research methodology matched the descriptions of this study and seemed appropriate to address the research aim and objectives and the research problems. Yin (2009), notes that a multiple case study may be studied jointly in order to investigate a phenomenon. Case studies could be used when the researcher wants to know the 'what', 'how' or 'why' of a contemporary issue. The artistic scenes (role plays) were performed in two different institutions. The purpose was to probe deeply and to analyze the situation intensively in order to seek out both what is common and what is particular about humanizing pedagogy in the two settings. The research was conducted in a natural setting, as qualitative research requires the researcher to physically go to the people, setting, site or institution (Creswell, 2003). This enabled me to develop a level of detail about the individuals and to be involved in the actual experiences of the participants. The two institutions were visited; role plays were presented and interviews were conducted with the aim of investigating pre-service teachers' experiences of the lecturers' engagement with a humanizing pedagogy.

The use of a case study design has not escaped criticism. Although Berg (1998) cautioned against the limitations of the possible generalization of case study research findings, Kozma and Anderson (2000) contended that this is not necessarily a weakness, as the focus should rather be on what can be learnt from the case study, in this case what are some of the similarities and differences of South African and Kenyan pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy.

According to Subramamen (2013) the findings of a case study should not be seen as irrelevant, since the results may be relevant for a specific case or other cases. Subramamen further states that it is actually the readers of a research study who relate generalizations from the study to their own context(s) when reading the case. Merriam (2009), agreed by positing that readers often relate the case study that they have read to their own context and experiences i.e. whether what is reported could be linked or related to their own circumstances or contexts.

The focus of this case study was to ascertain ‘what’ the perceived humanizing and dehumanizing experiences ‘were’ and ‘how’ participants’ recommendations could serve to enhance humanizing pedagogical approaches in the two institutions. The case study design enabled me to shed light on issues emerging from the participants’ experiences and to compare the two cases in terms of how students from the two institutions (M) in Kenya and (N) in South Africa experienced their lecturers’ engagement with humanizing pedagogical principles.

In addition, this study also aimed to ascertain ‘what’ the pre-service teachers positive and negative experiences were, regarding the lecturers’ influence on their own outlook to teaching, the extent to which they could motivate them to imbibe humanizing pedagogical principles, and lastly ‘what’ evidence was available to suggest that pre-service teachers’ roles as humanizing teachers’ were embracing humanizing principles in their practice.

This study has the potential to provide lecturers with a better understanding of humanizing pedagogy by, encouraging dialogue and collaboration between pre-service teachers and lecturers to collectively improve the quality of teaching and learning in their institutions. The intention of this case study was not to generalize about issues pertaining to the lecturers’ engagement with a humanizing pedagogy, but to create a deeper understanding of the participants’ own views, experiences and perceptions (Punch, 2009).

3.5 POPULATION

A population according to Drew, Harding and Hosp (2008), refers to all constituents of any clearly described group of people who are the focus of the investigation. A population is described by Opie (2004) as the entire cohort of subjects that a researcher is interested in. This study was conducted in two institutions; namely University M in Eldoret (Kenya) and N in Port Elizabeth (South Africa) and the participants of the study were 3rd year pre-service teachers in the Intermediate phase (grades 4-6 teachers).

3.6 SAMPLING

The sample, for the purposes of this study, was selected from the population of intermediate phase pre-service teachers from Universities M (in Kenya) and N (In South Africa). Purposive sampling was used to select twenty pre-service teachers from each of the institutions in South Africa and Kenya. This is the type of sampling in which the researcher selects a sample based on a certain purpose which, according to Drew, et al. (2008) exhibit homogeneous characteristics, suitable to the purpose of the study.

As highlighted by Kasomo (2006) this sampling technique helped to increase the utility of the findings since the sample included participants who were able to contribute the ‘rich thick’ data that served to deepen our understanding of pre-service teachers’ perceptions of their lecturers’ engagement with a humanizing pedagogy. After providing the pre-service teachers with details of the research, the recruitment of actual participants was based on voluntary consent. The sample was selected purposively, which was adequate to provide insight and understanding for the purposes of this study.

3.7 DATA COLLECTION STRATEGIES

According to Drew, et al (2008), data collection refers to “the actual execution of the investigation and involves recording data in some form” (p.352). Creswell (2003) asserts that qualitative research uses multiple methods that are interactive and humanistic. Qualitative researchers prefer participants’ involvement in their data collection and seek to build rapport and credibility with the individuals in the study as a whole. Data collection in this study was conducted to understand the pre-service teachers’ experiences of the lecturers’ engagement with a humanizing pedagogy. Three forms of data collection were used in this study, namely; role plays and reflection on role plays, written narratives and focus group interviews. The combination of these three data generation methods enhanced the trustworthiness of this study as a whole.

3.7.1 Role plays and reflection exercises

Rao and Stupans (2012) assert that role play is a pedagogy that has been used in a wide variety of content areas. Essentially it is the practice of having students take on specific roles; usually ones in which they are familiar with and acting them out in a case-based scenario for the purpose of learning course content or understanding “complex or ambiguous concepts” (Sogunro, 2004, p.367). The guidelines for the ‘real thing’ are possible. In this study the pre-service teachers were requested to take on the role of another person, practicing empathy and perspective taking to highlight the pedagogical practices their lecturers’ engage in during instruction. ‘Almost Real life’ is a role play “as close to the real experience as is possible” (Rao & Stupons, 2012, p.431).

The role play method is a holistic method that involves collaboration, critical thinking and represents issues in a dramatic way to elicit the emotions of the participants. It has been found that since role playing increases the efficacy of the learning experience and makes it more grounded in reality, it embodies a humanizing pedagogical approach to research (Pierce & Middendorf, 2008). According to Bhattacharjee & Ghosh (2013), role playing is not a popular pedagogical approach, but has the potential to improve students’ learning since it replicates real life scenarios by assigning different roles to participants. Using role plays for research purposes represents issues more visually thereby providing a context for specific issues in this case humanizing and dehumanizing experiences. Data were generated by means of recording the role plays and by reflection sessions based on the role plays that focused on the lecturers’ engagement with a humanizing pedagogy.

In this study, the role plays revolved around how pre-service teachers perceived the lecturers’ engagement with a humanizing pedagogy in the two institutions’ Faculties of Education. Before the presentation of their role plays the students were introduced to key aspects relating to the humanizing pedagogy with specific reference to Freirean theory. During this initial session, they related personal stories of humanization/dehumanization in groups based on their scholastic experiences. A spokesperson from each group reported to the class on the group’s perceptions of the key features of humanizing teaching. Based on the role play prompts which I provided in class (see **Appendix V**), the students were requested to create short role plays depicting their lecturers’ engagement with a humanizing pedagogy in their classes. The brief was that one of the participants

had to portray the role of the lecturer while the others were the students. The students were given a week to prepare their role plays based on the prompt.

After each role play, I convened a reflection session, which focused on the participants' roles within the play, their reasons for presenting the role-play in the way they did and their experiences within the role-play. The reflection session was in the form of a focused group interview. The aim of this process was to gain deeper insights into their role plays so that issues depicted could be clarified and enhanced on. The role plays and focused group reflections were video-recorded, transcribed and analysed according to the emerging themes. The role plays were transcribed from the videos exactly as they were enacted with gestures described in words.

3.7.2 Focus Group Interviews

This involves an oral questioning technique or discussion. The researcher, who is the interviewer, questions the respondents from the sample without leading the interviewee. The technique involves face-to-face interactions between individuals leading to reflections and experiences (Kasomo, 2006). Apart from generating role plays based on how they perceive humanizing pedagogical principles and practices in their classes, the participants were also interviewed on humanizing and dehumanizing experiences during lectures and were also requested to make recommendations on how to promote humanizing pedagogy in their faculties.

Qualitative research should be used when complex, detailed understanding of an issue is required and when this detail can only be established by directly talking to people and empowering them to share their stories and “allowing them to tell stories unencumbered by what we expect to find or what we have read in the literature” (Creswell, 2007, p.40). Interviews were conducted to encourage open responses and for the purpose of reflection on the issues raised during the role plays. In this study, all the participants who constituted the sample were engaged in focus group interviews comprising 5 interviewees per group. Bloor and Wood (2006, p.89) indicate that it is of greater value to use a smaller group when conducting focus group interviews since it has the potential to provide more in-depth, rich information. This type of interview is normally used when it is known that the subjects have been involved in the situations under study and consequently focuses on their experiences regarding the situation under study (Kasomo, 2006, p.45). Using the focus group interview guide (see **Appendix III**), the interviews involved posing a few unstructured and generally open-ended questions intended to elicit views and opinions from the participants on

the issues relating to the lecturers engagement with a humanizing pedagogy. According to Wilson (2009), a focus group interview includes pre-determined questions and topics to be covered, but also allows the interviewer to be flexible and to follow up new ideas and issues that emerge during the interview. A focus group interview allows “for a depth of feeling to be ascertained by providing opportunities to probe and expand the interviewee’s responses” (Creswell, 2003, p.221). There were no constraints getting students to participate as they volunteered to be participants and the focused group interviews were conducted on the same day that the role-plays were presented. Each focused group session lasted about 45 minutes.

As recommended by Opie (2004, p.5), the interviews were limited to no more than five participants with no more than eight questions (see **Appendix 3**) being asked. Interviews were conducted with groups of five participants for the purpose of generating data which means that there was interaction between the researcher and the participants of the study. In qualitative research, the role of the researcher is participatory in nature which implies some form of interaction between the researcher and the respondent during the gathering of data. This was in line with the social constructivist paradigm of this study. The interviews conducted for the purposes of this study were recorded by means of a voice recorder, transcribed and analyzed. The rationale behind this means of recording is that it makes it easier to check against bias or misrepresentations and minimizes interruptions during the interview process (Opie, 2004, p.123).

Through focus group interviews, pre-service teachers were afforded opportunities to voice their experiences relating to how they experienced the lecturers’ engagement with a humanizing pedagogy. The focus group created an accepting environment that placed participants at ease thereby enabling them to thoughtfully respond to questions in their own words which added value and meaning to their responses. The kind of data generated served to expatiate on their own experiences and conceptualization of the humanizing pedagogy within university contexts.

3.7.3 Document analysis (written narratives)

Mpiti (2012) asserts that documents are artifacts, symbolic material such as writing and signs, which tell the researchers about the inner meaning of everyday events as they may yield descriptions of rare and extraordinary events in human life. In other words, documents are pre-produced texts that have not been generated by the researcher (Cohen, et al, 2007). They are easily

accessible, free and contain information that would take an investigator enormous time and effort to gather (Mpiti, 2012).

Participant narratives represent a type of document analysis used in order to extract themes relating to the topic under investigation. The analysis can range from an extraction of general themes to a tight, specific and detailed analysis. In qualitative analysis, participant narratives identify major themes (Duignan, 2008). Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to a particular topic. Analyzing documents incorporates coding content into themes (Kajinga, 2006). In this study I included a prompt (see **Appendix V**) that served to guide the students in the writing process in terms of how they perceived their lecturers' engagement with humanizing pedagogy based on Freire and Salazar's principles and practices. These written narratives were coded and analysed thematically.

The inclusion of written narratives served to expatiate on students' experiences relating to humanizing/dehumanizing teaching within the context of university classes. The written narratives afforded students opportunities to reflect more deeply on their experiences and served to triangulate the data sets, which enabled me to draw more valid conclusions based on the findings.

3.8 DATA ANALYSIS

The data collected were analyzed by identifying common themes that emerged from the rich thick data elicited from the role plays, as well as from the group discussions after the presentations, focus group interviews and written narratives. The role plays were video recorded, transcribed and analyzed qualitatively according to the themes that emerged. The participants were also involved in a reflection exercise after each role play to analyze their thinking relating to the issues highlighted in the role plays and why they regarded these issues as crucial. In this way multiple strategies for data collection, known as triangulation, was implemented. According to Mertens (2014, p.257), triangulation "occurs by cross-checking information and conclusions through the use of multiple data collection procedures in order to ensure the consistency of the findings". Triangulation of data was achieved by cross-checking information in the role plays, focus group interviews and the written narratives.

The findings from each of the case studies; M and N were firstly presented separately focusing on the pre-service teachers' perceptions of their lecturers' engagement with humanizing pedagogical principles in the respective countries namely Kenya and South Africa. Thereafter, the issues

emerging from the two cases were analyzed comparatively with a view to identifying common and divergent themes emerging from the two cases.

Data analysis is a step in the research process where the researcher summarizes data collected and prepares it in a format to determine what occurred. Drew, Hardiman and Hosp (2008) assert that in qualitative research, “data analysis involves reviewing the narrative data to isolate themes, identify trends, interpret, explain and undertake conceptual comparisons” (p.50). Data collection and data analysis must be accurate and credible. Accuracy means that the data collected must create a true picture of reality under investigation. Credibility means trustworthy or capable of being believed (Johnson, 2005).

In analyzing data, I applied inductive analysis. According to Mertler (2009), inductive analysis is “the process of logically analyzing qualitative data in order to reduce the volume of collected information, thereby identifying and organizing the data into important patterns and themes in order to construct some sort of framework for presenting the key findings of the study” (p. 244).

Data were analyzed immediately once the written narratives were collected, role plays conducted and immediately after the focus group interview sessions. This process involved the organization and reduction of data from written narratives, role plays and interviews by means of constant comparative method in order to construct themes and subthemes. Interview data collected were transcribed verbatim from a digital voice recorder. Dowling and Brown (2010) emphasize “that data collection and data analysis should never be seen as sequential phases; data analysis begins at the same time as data collection begins” (p.86).

The researcher aimed to reduce the volume of the data collected by identifying and organizing the data into important patterns and themes in order to construct a framework for the key functions (Mertler, 2009). The transcripts were analyzed according to themes. The researcher analyzed the data using a coding process. The coding process according to Taylor, Wilkie and Baser (2006, p.216) involves the use of “a symbol for ‘naming’ or grouping data together according to similarities”. Common themes emerging from a thorough study of all the data sets were identified and the discussion of the findings focused on integrating data elicited from the various data sets under the identified themes. In this way the data were integrated into the discussion under common themes in a meaningful manner rather than on the basis of a piecemeal approach.

3.9 MEASURES OF TRUSTWORTHINESS

Validity and reliability are central to the trustworthiness and accuracy of the results of the qualitative research study. Validity refers to whether the data gathering tools are valid or appropriate for the intended purpose, whereas reliability refers to consistency (Ary et al, 2006). Since this was a qualitative study Guba and Lincoln's (2005) measures of trustworthiness such as credibility, transferability, dependability and confirmability were implemented.

3.9.1 Credibility: Truth-value

Credibility in qualitative research is concerned with how believable the observations, interpretations and conclusions are that the research provides, whether there is confidence in the findings (Guba, 1981). In this study credibility featured prominently as it focused on the correlation between the findings and reality. In this study, credibility was achieved by means of triangulation, i.e. data generated from one research instrument (role plays) is confirmed by another research instrument (focus group interviews) and the written narratives. Triangulation is regarded as an approved method for ensuring credibility in qualitative research. Creswell, (2006), refers to triangulation as a primary form used by qualitative researchers to validate findings. These varying sources provided insight into the same events. According to Bryman (2004), triangulation can be defined as using more than one method in the gathering of the data in order to provide credibility to the data.

Another option is credibility through consensus, i.e. whether there is agreement that the descriptions, interpretations and themes are credible. In this study, participants were afforded an opportunity to read through the transcriptions and to listen to the recordings to verify whether the findings represented an accurate description of their viewpoints and experiences. Some details and pertinent comments were excluded as a result of the member-checking.

3.9.2 Transferability: Applicability or generalisability

Applicability in qualitative research refers to whether the findings of a study can be transferred to another setting (Guba & Lincoln, 2005). Ary et al. (2006) stated that although generalization did not seem to be the focus of qualitative research, the provision of detailed, accurate and rich descriptions assisted readers in making comparisons and judgments about possible transferability. In this study, I ensured applicability through the descriptions of the findings and research methods,

in order to help other researchers determine whether the data could be transferred. A detailed and comprehensive description of the research methodology was provided. Role plays were video recorded and interviews were voice recorded while the transcriptions thereof provided a database.

3.9.3 Dependability: Consistency or Trustworthiness

According to Guba & Lincoln (2005) and Shenton (2004), consistency refers to whether the same results would be achieved if the study were to be conducted elsewhere in exactly the same manner. They pinned reliability of the research to the achievement of the same results if it had to be applied again elsewhere (i.e. whether the answers would be confirmed).

Dependability of the research refers to the uniformity of the investigation, or when the same results are obtained (Subramamen, 2013). In this research, I ensured dependability by providing detailed descriptions of the research methodology, the availability of the video recordings and transcriptions and triangulation of different methods of data generation.

3.9.4 Confirmability: Neutrality or Objectivity

Confirmability in qualitative research deals with the idea of neutrality or objectivity. The neutrality of a study refers to the extent to which the findings present themselves, based on the participants and conditions of the research and whether the data collected can be confirmed by other researchers researching the same situation (Subramamen, 2013). The audit trail is vital to demonstrate confirmability (Ary et al. 2006). Guba and Lincoln (2005) highlighted the importance of confirming the findings of the study with another similar study.

In this study confirmability was ensured through record management, keeping all records of the raw data collected through role plays, focus group interviews and written narratives, including the records of the data analysis. I planned the research, and debriefing sessions were conducted with the three supervisors (one from University N and one from University M). These sessions provided valuable insights in terms of the research, since the supervisors with their vast experience in conducting research, could assist in validating the findings and identifying shortcomings.

3.10 RESEARCHER'S ROLE

In order to learn as much as possible about the situation, in my role as the researcher, I became immersed in the research and the research process. This underlying assumption guided the data

and sequences and the types of data collection methods used. Since I collaborated and interacted with the participants and gathered the data for the research I recognize that there could be an element of bias and subjectivity in this study.

3.11 LIMITATIONS AND DELIMITATIONS

3.11.1 Limitations

Only two universities were selected for the research investigation; one in Eldoret-Kenya (M) and another one in Port Elizabeth-South Africa (N), which included a sample of twenty pre-service teachers per institution. Hindle (2015) asserts that no one expects science to be perfect the first time and while your peers can be highly critical, no one's work is beyond limitations. My knowledge base is built on uncovering each piece of the puzzle; one at a time and limitations will show me where new efforts need to be made since these are just potential weaknesses of a study and normally beyond a researcher's control. In this study I used a convenience sample as opposed to a random sample and therefore the results of my study cannot be generally applied to a larger population only suggested. Furthermore, because this study is from the constructivist paradigm, I attempted to report the distinctive voices of each of the participants as best I could. However I recognize that this may not match the experiences of other pre-service teachers in the two institutions. I further recognize that some opinions and perceptions of participants may have been overlooked by the choice of themes which were selected for description. The small size of the sample of twenty pre-service teachers per university may not give a true reflection of pre-service teachers' experiences of a humanizing pedagogy in the two institutions and across universities in the two countries.

In addition the autobiographical details of participants were excluded. The exclusion may be considered an added limitation to the interpretation of data and the descriptions of insights emerging from the research. Another limitation was time. My study was conducted over a certain period of time which was influenced and dependent on conditions prevalent during that time. Finally as a researcher with an insider view I might have unduly influenced both the collection of data and also the interpretation thereof.

3.11.2 Delimitations

According to Simon (2011) delimitations are characteristics that limit the scope and define the boundaries of a study. The delimitations in this study were in my control and they included the choice of the objectives, research questions, variables of interest, theoretical perspectives that I adopted and the population I chose to investigate. My first delimitation was the choice of the problem itself. There are related problems that could have been chosen but I chose to investigate pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy. My aim explains the intent that clearly sets out the intended accomplishments and includes what the study did not cover.

My second delimitation is that my sample was pre-service teachers from two faculties of education (M and N) and not any other faculty and therefore it is not applicable to other faculties in the two universities or in other universities of the two countries. The population of this study comprised pre-service teachers in their 3rd year of study in the Intermediate Phase (grades 4-6) from the faculties of education of the two universities. The findings of this study can therefore not be generalized to 1st, 2nd, and 4th year pre-service teacher groups in the faculties of education of the two universities, other faculties in the two universities and to all universities in both Kenya and South Africa.

3.12 ETHICAL MEASURES

Strydom (2005) asserts that ethical measures can be understood as standards used by researchers in evaluating their own conduct in the field. To many, it is construed as a code of conduct or behaviour governing an individual during data collection process. Participants must at all times be treated with respect and dignity they deserve. This corresponds with Denscombe's (2007) view that to avoid any harm to participants honesty and integrity are imperative.

In this study I had to adhere to research ethics by applying for permission from the respective ethics bodies that the anonymity of the participants will be secured and assurance that participation will be voluntary. I made every attempt to ensure that ethical issues were adhered to. I introduced myself to the participants and explained to them how the role plays and focus group interviews would be captured. I solicited the participants' permission to capture the role plays and focus group interviews on video cameras and voice recorders respectively. Informed consent for participating

in the role plays, written narratives and focus group interviews was obtained (see **Appendix III**). Participants had every right to withdraw from the study anytime, should they have felt like doing so. No participants were coerced into participating in the study. Before the role plays and the interviews, the participants signed a confidential clause (see **Appendix III**) to make sure that whatever transpired during the plays and interviews was kept under lock and key. Throughout the data collection, transcription and analysis stages of the research, the need for participant confidentiality and anonymity was considered vital.

3.13 RESEARCH PROCEDURES

I commenced with my fieldwork immediately after I received clearance from the DVC in-charge of Research and Engagement and the Ethics Committee at university N in PE South Africa and from the National Commission for Science, Technology and Innovation (Nacosti) in Kenya (see **Appendix VII**). On the ground I was led by my respective supervisors from the two universities who guided me through the study. On meeting my participants I briefly introduced myself and clearly outlined my intentions. I had an induction on my study's topic to enable my participants to understand what my study was all about and what I wanted them to do. I gave them a participant letter of information outlining my research topic, my supervisors and data generating strategies (see **Appendix III**) which they signed. The participants were requested to create and present role plays, participate in focus group interviews and to write narratives based on their humanizing/dehumanizing experiences with specific reference to lecturers within university contexts.

On the first day, before I left, I gave them an assignment to write a narrative on how they perceived humanizing pedagogy and what should be done to enhance humanizing pedagogical practices in the faculties of education. Using the role play prompt I organized them into groups of five members each and instructed them to come up with plays depicting how their lecturers engage with a humanizing pedagogy in their classes. I then left. However I kept in touch with them through their class representatives. After one week of preparation I went back to collect my narratives and to record their role plays. However before the recordings I led them through signing a confidential letter (see **Appendix III**) detailing that whatever we were going to do remained with us. The role plays were presented and reflection sessions based on the plays were conducted. A week later I returned to conduct focus group interviews with the participants that lasted about 20-25 minutes

each. I applied the same procedure in both university M in Eldoret-(Kenya) and N in Port Elizabeth (South Africa). I made an effort to establish good relationships with participants so that I could return to them if I required any clarity relating to data collected. After the data were collected each of the data sets was analyzed, collated and eventually integrated to identify common themes and patterns.

3.14 SUMMARY

This chapter commenced with a brief overview of qualitative research which was the approach adopted for the purposes of this study, and a discussion of the multiple case study design involving two cases M from South Africa and N from Kenya. The chapter also provided an outline of how the sample was selected, data collection strategies, data analysis processes, measures of trustworthiness, limitations and delimitations of the study as a whole, ethical measures implemented and the procedures involved in the research process.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS: KENYAN CASE STUDY

4.1 Introduction

The aim of this chapter is to present the data generated through role plays and reflections, written narratives and focus group interviews. The study investigates the pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy in University **M** in Eldoret (Kenya). Twenty pre-service teachers participated in this study. The researcher used pseudonyms for the pre-service teachers and the institution to ensure adherence to ethical issues such as confidentiality, privacy and anonymity. This chapter focuses on findings that emerged from the Kenyan case study.

4.2 Background of University M in Eldoret (Kenya)

According to the ICT Directorate (2016) University **M** is a public university located in the Western part of Kenya. It was the second public university to be established in Kenya after the University of Nairobi. It was the first university to be managed by Africans in the Kenyan Republic. It is one of the seven fully fledged public institutions of higher learning in Kenya.

4.3 Faculty of Education Teacher training Programs in University M in Eldoret (Kenya)

Kenya has many teachers in the civil service sector more than in any other career. They are among the lowly paid civil servants in the country which leads to frequent strikes until their salaries are increased. There are many institutions training undergraduate student teachers in Kenya and University **M** in Eldoret is one of them. This training is offered at the School of Education which was founded in 1987 initially offering only one course that is the Bachelor of Education (arts). The School of Education offers educational courses from diploma to Doctor of Philosophy by specialists in the respective courses. The programmes offered in the Bachelor of Education includes; Arts, Guidance and Counselling, Special Needs Education, Early Childhood and Primary Education, Education Science, Technology Education and Business Education. My target group in this study involved the 3rd year Pre-service Teachers in their Intermediate Phase (grades 4-6 teachers) doing English/Literature under the Arts programme.

4.4 Profile of participants

The participants consisted of nine males and eleven females specifically in the teaching of languages at the Intermediate phase level (grades 4-6).

4.5 PRESENTATION AND ANALYSIS OF DATA GATHERED IN KENYA

Role plays, written narratives and focus group interviews were used to respond to the main research question and the sub-questions. In responding to the main research question which is; ‘**What are the similarities and differences between Kenyan and South African pre-service teachers’ perceptions of their lecturers’ engagement with a humanizing pedagogy?**’ The following sub-questions were addressed as I looked at the findings of the Kenyan case study.

- i.) What are pre-service teachers’ perceptions of a humanizing pedagogy?
- ii.) What are the pre-service teachers’ humanizing experiences in university lectures?
- iii.) What are the pre-service teachers’ dehumanizing experiences in university lectures?
- iv.) What do pre-service teachers recommend that lecturers should do to promote a humanizing pedagogy in the faculty?

4.5.1 The role plays and their reflections

The role plays focused on the humanizing and dehumanizing aspects during lectures (**Appendix VIII**). The pre-service teachers focused on depicting their own experiences in the classrooms. Their reflections were based on what was happening in their classrooms and how they felt about whatever they were displaying should be addressed by their lecturers.

4.5.1.1 Group One

In the play the group highlighted an autocratic teacher simply reading notes from his phone to students. The group demonstrated a lack of commitment from the teacher. The teacher adamantly insisted that the students should at all times use the library and the internet to find out more about their courses. He went on insisting that his duty was to give 20% but 80% was to be gathered by the students themselves and that the students had no right to ask him questions since they needed to read an average of 200 pages per day.

4.5.1.2 Group Two

In their play the group highlighted a humanizing teacher who was responsive to the students' concerns, needs and aspirations. The teacher is able to link the students' prior knowledge to new learning as seen in her introduction which enhances self- confidence since students are afforded opportunities to respond to questions hence feel valued. The students felt loved and this stimulated their participation and critical engagement during the lesson. The teacher enabled the students to engage in the lesson by asking and responding to questions during the classroom discussion. This depicted a teacher who was well versed in the content and who demonstrated humanizing principles in her teaching approach.

4.5.1.3 Group Three

In the role play the group highlighted a dehumanizing teacher who was very autocratic and who used demeaning language to discourage his students. This deprived the students of the opportunity to critically interrogate issues leaving them feeling alienated. The role play depicted a teacher who was egocentric as he described his very expensive suits and phone and even humiliated students by calling them names; at one point comparing his expensive suit to the wealth of an entire family.

4.5.1.4 Group Four

In this play the group highlighted both humanizing and dehumanizing experiences. The group demonstrated a concerned teacher who was very mindful of the students' welfare and who cared about their education. This teacher went out of his way to find someone who would be able to sponsor one of his students. In the same play the group highlighted a teacher who demonstrated very poor classroom practice skills by spending most of his time talking about his own issues instead of teaching. The students found this annoying in their reflections and expected lecturers to keep some matters out of their classrooms and instead focus on teaching them.

- It is important to note that the role plays demonstrate how students are exposed to both humanizing and dehumanizing teaching and learning approaches which are espoused in various ways by their respective lecturers.

4.5.2 The written narratives

The written narratives focused on how the pre-service teachers perceived Humanizing Pedagogy; their humanizing and dehumanizing experiences and their recommendations towards promoting humanizing pedagogy in the faculty. The written narratives tried to respond to all the research sub-questions in this study (**Appendix IX**).

4.5.3 The focus group interviews

The focus group interviews focused on addressing all the research questions. The pre-service teachers adequately responded to all the questions as per the focus group guide (**Appendix VI**) based on their own personal experiences and finally sharing their personal recommendations.

- It is from the data elicited from the three data collection sources that I decided to integrate the data generated based on common themes that emerged from the ‘rich thick data’.

4.6 THEMES EMERGING FROM THE DATA COLLECTED

I employed a thematic approach that entailed establishing patterns and themes highlighted with different coloured markers on the transcribed data denoting the different patterns and themes. The data were then presented systematically in words by highlighting the common patterns and themes that had emerged from the data and integrating these details with each of the themes following the order of data generation strategies namely role plays and the reflections, focus group interviews and written narratives.

4.6.1 PRE-SERVICE TEACHERS’ PERCEPTIONS OF A HUMANIZING PEDAGOGY

This study analyses the similarities and differences of Kenyan and South African pre-service teachers’ perceptions of their lecturers’ engagement with a humanizing pedagogy using role plays and the reflections, focus group interviews and written narratives. In analysing the pre-service teachers’ perceptions of a humanizing pedagogy in Kenya what I found was important to them was that they perceived a humanizing pedagogy as active participation by both the lecturer and the students; the lecturers created a friendly and positive learning environment and were responsive to their needs and aspirations and paid attention to good teaching practices and approaches that stimulated critical and creative thinking among students.

4.6.1.1 Humanizing pedagogy perceived as active student participation

According to Mckeachie et al (2005) active student participation is not to have every student participate in the same way or at the same rate. Student participation is all about creating an environment in which all students have the opportunity to learn and during which the class explores issues and ideas in depth from a variety of viewpoints.

During their plays, group 2 depicted a classroom situation that they perceived to be humanizing. The teacher promoted respect and enhanced classroom interaction between herself and the students and between the students themselves without conflict between them and the teacher. She constantly provided room for student participation especially when she engaged them with questions as follows:

Teacher: So can someone please remind us what addictive expression is?

Student: Addictive expression is an expression used to indicate direction.

Teacher: Good child but that is not the answer. Nice try. Someone else please?

From this conversation we are able to gauge that the teacher really wanted her students to participate. The ability to engage the students in active participation and critical thinking, especially when asking questions, indicates that her primary objective was to ensure that her students participated in the classroom discussion.

Another call for a dialogical engagement was highlighted by the following views during the focus group interviews. One of the pre-service teachers perceived humanizing pedagogy as “*the involvement of students in learning through dialogue between them and their lecturer*”. Another one perceived humanizing pedagogy as “*a model of teaching that advocates for the interaction of the lecturer and his students*”, whereas one viewed humanizing pedagogy as “*a process that requires the cooperation and participation of the lecturer and the students for learning to be meaningful*”.

Another call for student participation was highlighted by the following views of the pre-service teachers in their written narratives. One of the participants in her narrative says,

“I perceive humanizing pedagogy as a healthy dialogue between the lecturer and the students.”

Whereas another respondent said,

“This is where the students engage each other and are involved in dialogue with their lecturer during classroom discussions”.

I found that many of the pre-service teachers’ perceived the humanizing pedagogy as a model of teaching that advocates for active student participation. Noguera (2007) asserts that for the students to experience success, they must learn about the power of their autonomy and begin to establish boundaries that support the growth of the whole class, facilitating student-centred dialogues inside their classrooms that move beyond simple academic exercises. The lessons must have value beyond the instructional context and the physical environment and this can only be achieved through full active student participation.

4.6.1.2 Humanizing pedagogy perceived as a friendly and positive learning environment

In this study it emerged that the pre-service teachers spoke openly about their lecturers conduct as perceived in a humanizing environment. From the plays, group 2 depicted a friendly teacher who created a safe environment in which students felt safe and who engaged them in the lesson as opposed to the other teachers. She literally demonstrated the ideal friendly and positive learning environment that the students yearned for. The following is an excerpt from the role play depicting the stance.

Teacher: How was your weekend?

Student: Excuse me teacher, I have not understood the part of spatial dices?

Teacher: That is okay. I am here to make you understand everything step by step. So I will repeat.

The conversation illustrates that the teacher is friendly as she is interested in her students by inquiring how their weekends were. She is even willing to go back to her initial points and begin a fresh outline of every step so that her students can understand. She demonstrates the ability to create a relaxed friendly atmosphere that motivates her learners to be active participants. Her

students felt motivated by her genuine interest and were eager to ask and even respond to questions freely.

During the interviews the pre-service teachers demonstrated that they really desired a friendly and positive learning environment. They desired an environment that would be able to motivate them to learn without fear. According to one of the participants for example he perceived humanizing pedagogy as *“a model of teaching that has a safe learning atmosphere.”*

Another added to his sentiments by saying,

“where lecturers can correct us in a good way without hauling insults at us and not calling us names, this boosts our self-esteem and confident among ourselves and this promotes learning”.

Some of their written narratives that supported the view included the following; one informant wrote,

“I perceive it as a good environment where the lecturer gives attention to his/her students and promotes a positive relaxed environment that enhances learning”.

Another one said,

“The lecturers can always begin the lesson with greetings, put on a smile and encourage a good rapport with students. By doing this the students are free to air their views without fear and to me that is how I perceive humanizing pedagogy”.

Whereas another one wrote,

“Humanizing pedagogy is all about good student/teacher relationship whereby meaningful academic achievement is a priority”.

These were the students' views in terms of how they perceived the humanizing pedagogy. This demonstrates that having a positive and friendly environment promotes a democratic learning environment that facilitates the development of critical consciousness.

4.6.1.3 Humanizing pedagogy perceived as good teaching approaches and practices

Good teaching approaches and practices stimulate critical and creative thinking among students thereby giving them a voice and the opportunity to interrogate issues critically. The classroom experiences at universities afford pre-service teachers opportunities to engage in critical reflections, while demonstrating the use of humanizing principles. The pre-service teachers in the Faculty of Education need to be exposed to such practices and pedagogies in their ‘training environments’ so that they, as potential teachers, would be able to implement such approaches in their classes to stimulate learners. In this study the students perceived the humanizing pedagogy as an embodiment of good teaching practices and approaches that promoted critical engagement.

In the plays for example, group 2 depicted a good classroom approach and practice that they thought was a true reflection of a humanizing class as opposed to the other groups. This group’s play revolved around a teacher who varied her approaches in class and the students felt that she was accommodating, more democratic and less authoritarian. On several occasions the teacher was able to motivate her students and demonstrated knowledge of the content she was covering. She moved around the class paying attention to each of the students which enabled them to feel that the teacher was involved and responsible for their learning. Her positive reinforcement developed students’ self-esteem as they were more comfortable and relaxed during her presentation leading to active student participation. From their role play reflection one of the students said the following;

“The teacher was so concerned by the students’ responses ... and caring to know how we were doing during the weekend and even in the classroom context and from the play you can see how humanizing pedagogy has been brought out.”

During the focus group interviews the students were able to identify practices in class aimed at uncovering their real problems and addressing their actual needs since such practices promoted curiosity, *“interest, attention and gave hope to students”* (according to one of the participants) and all this was because the lecturers used *“friendly techniques and methods of teaching”* as highlighted by another student.

It was also quite evident in their written narratives that they perceived the humanizing pedagogy as the use of “*desired approaches and the right practices*” as summed up by one of the interviewees.

Another one perceived it as,

“Desired methods of teaching that makes learners understand the content well and are able to apply it in real life situation”.

Giroux (2011) in his analysis of pedagogies of good practice contends that “ we need to embrace a pedagogy that embraces the civic purpose of education that provides a vocabulary and set of practices that enlarge our humanity and contributes to increasing the possibility for public life and expanding shared spaces, values and responsibilities” (p.58).

4.6.2 STUDENTS’ VIEWS - LECTURERS’ ENGAGEMENT WITH A HUMANIZING PEDAGOGY

A classroom that is well organized and that is characterized by mutual respect makes it easier for teaching and learning to take place as it creates a safe space for teaching and learning. However a humanizing lecturer makes learning enjoyable and more relaxed. A lecturer who creates a friendly atmosphere always gives students space to want to learn and more so participate in learning.

The themes highlighting students’ humanizing experiences elicited from the role plays, the interviews and written narratives included; lecturers’ positive support and response to their questions and answers, lecturers’ knowledgeable of the content, creation of opportunities to allow them engage during their lessons, and lecturers’ concern and readiness to offer assistance are some of the themes that emerged.

4.6.2.1 Lecturers’ positive response to their questions and responses

When a lecturer responds to students’ questions and answers with respect, he/she makes learning more engaging and even creates good rapport with students. What emerged during one of the plays, especially group 2’s play, was that their teacher made learning enjoyable and encouraged participation. The teacher engaged the students in a friendly manner and encouraged every individual in class to participate. For instance the teacher kept on encouraging her students. Even

when they were wrong she did not show any signs of being annoyed but instead remained positive. The following excerpt from the role play demonstrates this point:

Student: Addictive expression is an expression used to indicate direction.

Teacher: Good child but that is not the answer. Nice try. Can someone else try?

This kind of response from the teacher does not demoralize the students but encourages students to participate even if their responses may not be completely correct. One of the participants in his reflection said that *“the teacher was so caring and concerned”*.

During the interviews the pre-service teachers described positive experiences as follows:

One of the students said,

“Some lecturers are so concerned and will always lend their ears without necessarily brushing you off especially when you seek clarification to your questions”.

Whereas another one with the same view said,

“Some will answer you in a very humble way.”

This illustrates that some lecturers are eager to listen and respond to questions directed to them by students. Students’ responses indicated that there are lecturers who are humane and eager to support students in positive ways within classroom contexts.

An examination of their written narratives indicates that their responses were similar as highlighted by the following extracts:

“Some lecturers are quite encouraging, humble and understanding always instilling hope in us and this makes some of us feel we should be like them when we go out in the field.”

“Some lecturers give us the opportunity to ask and answer questions making us feel encouraged and motivated towards learning”.

When students have such experiences they are indeed inspired. Ladson-Billings (2007) asserts that this kind of approach not only encourages pre-service teachers to learn in a nurturing environment, but also enables the lecturer to grow in his/her understanding of the students' concerns thereby enhancing his/her own knowledge emerging from their individual contexts.

4.6.2.2 Adequate preparation and knowledgeable about the content

Lecturers should uphold the fact that it is their primary objective and responsibility to command specialized knowledge of how to convey and outline subject matter to their students. They need to be aware of where their students will face challenges and hence quickly re-invent ways in which their students can easily understand and internalise a concept or an idea. Huerta (2011) contends that lecturers need to take responsibility for their students' learning and not the other way around. The way students viewed some of their lecturers in terms of content knowledge and degree of preparation highlighted the significance attached to this aspect as an important characteristic of humanizing pedagogy. For instance, during the plays group 2 depicted a teacher who understood her area of specialization extremely well.

Student: I think additive expression is an expression used to indicate direction.

Teacher: Yes indeed as she says additive expression is used to accomplish pointing. So today we will be talking about types of dices. They are temporal, spatial and personal dices and I am going to take you through one by one...

From this kind of reaction one can easily identify a well versed, confident and well prepared teacher who is not only ready to teach but also understands the content. The tone of her voice indicates that she understands what she is talking about which reassures students.

This again came out strongly during the interviews as pointed out by one of the students;

"I know of a lecturer who explains a concept until you end up understanding it very well. He does it in a very simple way starting with what you all know and then by the time he introduces the new concept, you really understand what he is talking about and even as he leaves the class,

you still remember it like yesterday and that to me I find it very motivating indeed humanizing”.

In addressing humanizing experiences in their classrooms pre-service teachers were also very honest in their written narratives and talked about lecturers whom students believed were always prepared and delivered their content well. One of the participants in her narrative indicated the following;

“There are lecturers who exhibit confidence and are knowledgeable on the content they deliver in our classrooms. That is why they are always ready for questions anytime and whenever there are signs of not understanding the content well, the lecturer is always ready to clarify issues before leaving the class”.

Another one added the following;

“Some classroom activities projected by some lecturers build our personality and confidence towards this noble profession”.

According to Ladson-Billings (1995) lecturers who have a positive conception of knowledge views it as constructed critically and not static and that such lecturers share the responsibility of learning positively with their students.

4.6.2.3 Engaging the students during the lecture

Student voice is critical in active learning processes. As part of active learning the primary responsibility of any lecturer is to make sure that students are encouraged to participate in classroom discussions as part of a learning process. The pre-service teachers considered the involvement and engagement of students in class discussions as a very humanizing experience. They felt that lecturers, who often involved them in classroom discussions and encouraged them to voice their viewpoints, were humanizing as they were motivated to be active participants rather than passive recipients. For instance during the plays, group 2 depicted a class that had a teacher who really wanted the students to participate in the class discussions and during their reflections as a group they thought their teacher was indeed humanizing. The teacher was able to engage the students by asking and responding to questions and quite often asked the students if there was anything they wanted to have clarified as illustrated below:

Teacher: “Can someone please remind us what addictive expression is? Any question from there? ... Have you understood?”

These are questions that can easily elicit discussion from students; quite often asking and requiring clarification hence prompting participation. And again the friendly nature of the teacher provided an atmosphere that facilitated active participation.

During the interviews this again was evident as one of the humanizing experiences identified during lectures included engaging students interactively as pointed out by one of the participants as follows:

“Some lecturers encourage us to work in groups giving us assignments which are to be presented in groups. This kind of participation and presentations thereafter make me learn a lot from my peers and I find this very humanizing”.

Another participant openly said,

“This makes me as a pre-service teacher realize that when I go to the field I should be able to encourage classroom participation.”

We should encourage our students to think about their own contributions in class as a collective learning experience which aims at interrogating issues critically.

It was again reflected on in the written narratives when several pre-service teachers in their narratives considered student participation in classroom discussions as one of the humanizing experiences they had come across in their lectures. This is substantiated by the following excerpts from the students’ written narratives:

One participant wrote,

“Some lecturers provide room for interactions especially when they put us in groups and give us assignments to work on”.

Whereas another one supporting the same opinion said,

“Some force students into discussions that end up making our learning quite exciting and we gain a lot from such discussions...”

Friere (1993) cites this as a common feature in problem-posing education where both the lecturer and student respect each other. The fact that the lecturer is not an absolute authority on the subject, and the students are able to make their own valuable contributions is very healthy. This reciprocal relationship helps the students and the lecturer overcome the alienation from each other developed by traditional banking classrooms, where a one-way monologue of lecturer-talk silences the students.

4.6.2.4 Lecturers' concerns about students' welfare

While their primary concern is education, however, lecturers find that they are forced to assume other roles as well. Each student at the university is unique and many of them have challenges that lecturers try to help them solve and even overcome. Some pre-service teachers regarded the positive manner in which their lecturers tried to assist them with their personal and emotional challenges as being very humanizing. For instance during the role plays, group 4 in their second part demonstrated a concerned lecturer trying to come to the rescue of his student by enlisting the support of someone to offer financial assistance towards the payment of his fees. A conversation between the class representative and a lecturer in class was acted out as a play over a cell phone conversation as follows:

Teacher: Hello, you are the class rep?

Class rep: Yes.

Teacher: There is a student in your class we actually shared last time I was in your class and he told me he is an orphan and really needed some financial help. Unfortunately I do not have his details.

Class rep: Okay. I can get you his details sir.

Teacher: Okay. Make sure you get me his details before the end of the day because when he told me his story, I have actually found someone who can sponsor his education.

This lecturer is very concerned about the welfare of his students and goes beyond his call of duty to offer assistance in trying to identify someone to help pay the students' fees. Pre-service teachers regarded such support as being humanizing.

During the interviews this again resurfaced as highlighted by the following quotation:

“Some lecturers are really humane and full of concern with our daily lives concerning our education and they do help and guide us through without brushing us a side and ignoring our cries and I do find this as humanizing”.

In many of the written narratives the humanizing experiences were also addressed as indicated by the following extracts: In the narratives one of the participants wrote:

“Most of the lecturers are easily approachable especially in helping us tackle issues ranging from relationships, irresponsible sex and matters on drug abuse.”

Whereas another one with the same viewpoint said:

“Some are student friendly in and outside the classroom and will go to an extent of helping the needy students facing fee problems”.

Another one supported the same sentiments by saying:

“Some will even risk their jobs by facing the administration in making sure we are allowed to sit for our exams.”

According to Huerta (2011) lecturers need to be responsive to students’ personal feelings, interests, needs, aspirations, and concerns; know them on a personal level and get to understand their home experiences and build on mutual respect between them and even their families.

4.6.3 PRE-SERVICE TEACHERS’ DEHUMANIZING EXPERIENCES

According to Haslam (2006, p.256) there are two forms of dehumanization; one is an ‘animalistic’ form of dehumanization in which humans are denied qualities that are considered to distinguish them from animals ‘qualities such as refinement, self-control, intelligence, and rationality which is discussed in the context of ethnicity and race among others. The second one takes a ‘mechanistic’ form in which humans are likened to objects and are denied qualities such as warmth, emotion, and individuality very common in interpersonal interactions. It is a common feature that occurs in everyday interpersonal interactions which undermines other peoples’ status and even identity and these are common even in university lecture rooms. According to the pre-service

teachers dehumanizing features of lecturers included: lecturers' attitude and lack of professional ethics, unpreparedness, autocratic approach and the lecture-centred approach espoused by many lecturers.

4.6.3.1 Lecturers' negative attitudes and lack of professional ethics

Bartolome (1994) asserts that a lecturer who enacts a humanizing pedagogy engages in a quest for mutual humanization with his/her students producing more far-reaching and positive effects than confronting his /her students with a negative attitude. Two of the plays clearly depicted that some of the lecturers acted unprofessionally and always came to class with a negative attitude that did not please students at all. For instance group 1, presented a play that depicted a teacher who was unwilling to listen and even offer assistance to his students as he always referred them to the internet and the library. The written narratives indicated that such lecturers, as pointed out by one of the informants in the reflection of their play:

“are not interested in the content or how much content is absorbed by learners instead they delegate and sometimes things are very technical in that the lecturers need to make things known to students at least to give them direction on how to go about some of the things they are teaching in most cases just leave us just like that without any direction instead referring us to the internet and the library”.

The excerpt from Group 2's role play also clearly contributes to this viewpoint as follows:

Student: But sir you have not given us any notes.

Teacher: No, you are in campus. At the campus that is not what I am supposed to do. I am only supposed to give you 20%.

Student: But sir when do we get knowledge and yet you say you can't give us the notes.

Teacher: You have the library and the internet to carry out your own research and again you are students, therefore that is your work, 20% for me and 80% from you.

Still on attitude group 3 depicted a teacher who really wanted to be recognized by his title:

Students: Good morning sir!

Teacher: Did I hear you right! Someone just said sir. Why don't you address me as per my title? I am Professor Amlet!

In another play group 3 again revealed this:

Student: But sir you did not even give us time to read the book.

Teacher: Which time do you want to be given when you have 24hours. What is wrong with you people, you have forgotten you are campus students. Do you think you are in form one, this is a university.

During the interviews I again found that most of the pre-service teachers complained about their lecturers' attitudes and their unprofessionalism. For instance one of the participants said:

"Some very dehumanizing experiences are when a lecturer walks to class and the only thing he/she does is talk about their family issues and very many other stories taking half of the learning hours".

Another informant reacted by saying:

"Some come to class bragging and giving unnecessary stories".

Whereas another one honestly said:

"Some have a tendency of 'flossing' about their economic status saying how rich they are".

The students felt that these experiences were not only dehumanizing, but quite unprofessional and felt they did not expect that type of behaviour from some of their lecturers since, as pointed out by one of the participants,

"They need to embody principles and practices of the teaching profession as well as being their role models".

It was also evident in their written narratives that some of the dehumanizing experiences they came across, as pointed out by one of the informants were:

“they talk about their families and the many foreign trips they have made, spend hours narrating to us how the university has not paid them their salaries and allowances and some even abscond their lessons for a better part of the semester citing non-payment of their salaries by the university for several months.”

Another one took the same stance when he wrote;

“You know lecturers are employed by the university and therefore they should use the correct channels to address their issues like their salaries and allowances since this will only create some tension among students for nothing.”

The students felt, to some extent, let down by some lecturers because they felt that instead of dealing with their primary objective of teaching while in class, some of them spoke about personal issues that were not related to what was supposed to be discussed.

4.6.3.2 Autocratic approach towards students

Lecturers manifest different personalities and teaching approaches in the classroom. Some use intimidating voices or derogatory language to undermine students’ abilities which irritate many of them because not many of them like a lecturer who yells and complains and who is not responsive to their concerns. These lecturers work from an authoritarian perspective leveraging their power in order to control their students and quite often dictating their classroom discussions. For instance, during the plays, group 3 depicted an autocratic teacher who used very intimidating language towards his students. The following is an extract from the play:

Student: I suggest you just give us a brief definition sir.

Teacher: Of what? I guess you are a fool like your father. I am here to guide you not to teach you. If you feel you cannot then change your profession and be ‘conductor’....Do what I am saying! The wealth of all your family is equivalent to my suit. My friend work hard or you die poor the way you are.

Student: Sir I haven’t understood anything up to now.

Teacher: You have not understood! Is it my problem? It is all about your mind. You are just a fool....It is because you have rust in your head.

From this short conversation one can easily conclude that the teacher is autocratic. Group 1's play revolved around an autocratic teacher. Here we get to meet a teacher who does not want to respond to students' questions and every time he is asked a question, he defiantly instructs the students to visit the library or consult the internet. The quotation from the play illustrates this perspective:

Student: I have a question sir you talk of the library but when we get to the library which books are we going to look for?

Teacher: Which other books!?! There are so many books in the library. You should not ask your questions here...That is not what I am supposed to do, that is why I said as a student you should carry your own research.

The pre-service teachers were also critical of controlling, autocratic environments as demonstrated by the participants' sentiments. For example one of the students said:

"Some go to an extent of abusing you based on your ethnic community especially when you make grammatical errors."

Whereas another one supporting the same view said:

"Some will even tell you that you are useless or go on describing you based on your parents' economic ability and sometimes when you give a feedback the lecturer just belittles you before everyone and you really feel humiliated and not encouraged at all. You just feel dejected and feel like going back home".

In Freire's view (1978), the development of a democratic life requires critical engagement and occurs neither when some parties opt out silently, nor when those with the most power simply impose their views.

In their written narratives again one of the pre-service teachers did not mince his words when he cited incidences when one is:

“Ridiculed and you are told you are stupid and that your head is big for nothing but instead full of water”.

Whereas another one wrote:

“You are told that my grandmother is more beautiful than you with all your make-ups on”.

Indeed such demeaning words tend to alienate students and lecturers which adversely affect their academic performance and even strain their relationship. According to Salazar (2011) lecturers should be able to share their students’ experiences, accept a more democratic and less authoritarian role, and know how to set up tasks that offer skillful supported instruction instead of dismissing their questions and using derogatory language which does not elicit opinions from students.

4.6.3.3 Sexual harassment

Ormerod et al (2008) define sexual harassment as unwanted sexual conduct in any institution. In the university setting, sexual harassment includes unwanted sexual behaviour that interferes with a student’s educational opportunities. Eckes (2006) contends that harassment based on a victim’s failure to conform to gender norms is recognized as sexual harassment. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. According to AAUW (2006) sexual harassment at college can include making verbal or written comments, making gestures, displaying pictures or images, using physical coercion, or any combination of these actions. It can also take place in person or through electronic means such as texts messages and social media. For instance during the focus group interviews one of the students in group 4 openly said:

“Some of the dehumanizing experiences are when answering questions in class a lecturer requests that you say your name as you respond to his questions. So as you are answering the questions he looks at the class list and notes your name and before you know it he has your contacts. So in the evening he will call your number and tell you that he has not seen your CAT marks only to realize you are in a fix. The next minute he will tell you if you want your CAT marks you should come so that we do what I said we do

before you get your CAT marks. It is like he wants you to pay him through your body.....”

Whereas another one in her written narrative wrote:

“Some lecturers seek sexual favours from the students for example a lecturer asks the class representative your admission number and comes to class pretending he has some information from your guardian and that you should see him after class. Only to realize you are getting yourself in some trap and if you don't comply he threatens you with not getting your marks at the end of the semester...”

Sexual harassment has adverse effects on students and in most cases affects a student's academic performance and can emotionally destroy a student (Eckes, 2006). That is why Freire (1993) argues that it is not surprising that the banking concept of education regards men as adaptable, manageable beings. The more completely they accept the passive role imposed on them, the more they tend to simply adapt to the world as it is. Thus the lecturer chooses and enforces his choice, and the students comply. This means that the students do what the lecturers say and want them to do instead of being assertive and say no to some of the vices they are being subjected to. When this is the case students' academic growth will be stunted.

4.6.3.4 Lack of adequate preparation

A prepared lecturer will always make sure that his/her lessons come alive by making them interactive and as engaging as possible. One needs to remember that his/her responsibility comes at a price and as a role model to the pre-service teachers who are yet to become teachers, a lecturer needs to read extensively and prepare adequately for any challenges that he may experience in class. It is always important to have a positive influence on your students' lives. For instance during the role plays, group 1 and 4 depicted teachers who were quite unprepared in their coverage and therefore did not want students to ask any questions. An example in group 1 the teacher did not want his students to pose any questions and adamantly told his students that: *“You are in your 3rd year of study and stop behaving like you are in high school”* you should therefore know *“you are students and averagely you are supposed to read at least 200 pages every day”*.

In group 4 the teacher kept on telling stories until one student intervened:

“Excuse me sir I think today we came to learn but instead you are only telling us stories” and when the lecturer finally responded he confidently said *“philosophy is all about experiences and what I have told you is purely philosophy”*.

During the interviews it was also evident that a lack of preparation on the part of the lecturers was an issue. This was indicated by the following quotation from one of the participants:

“During lectures some lecturers may make mistakes but when reminded, they resort to telling you that the lecturer is always right even when they know they are wrong”.

From the students’ reactions during their reflections, one could deduce that the lecturers were unprepared for their lectures hence they aimed to avoid questions, but instead told students anecdotes from their personal lives. Noguera (2007) asserts that there is a need to take action against the existing dehumanizing practices that exist in our institutions and teach against the grain of existing oppressive ideologies. It is thus important for lecturers to prepare well for their lessons and be able to involve students since they are co-creators of knowledge instead of just saying *‘the lecturer is always right’*.

4.6.3.5 Lecture-centred approach

The lecture-centred approach encourages students to be passive learners who neither contribute to classroom discussions nor engage in critical thinking or problem solving which is typical of the banking concept of education. It is more of a teacher-centred approach as opposed to a student-centred approach which is more interactive and promotes active learning. Many will argue that if the lecture-method is used appropriately, it is a very effective teaching technique. However in this study the pre-service teachers considered it as dehumanizing in that the way it was being used did not provide ample opportunity for dialogical engagement. For instance during their plays, groups 1,3 and 4 depicted teachers who did not use any other method of teaching besides lecturing to their students. Some read directly from their phones and books without really engaging the students in meaningful ways.

During the interviews one student pointed out that,

“One of the dehumanizing experiences is when students are viewed as tabula-rasa. Lecturers just do the talking and we are considered empty vessels that are only there to master the content and ask no questions”.

This was also cited in the written narratives when one of the pre-service teachers said, *“the main teaching method in our campus is lecture-method”* whereby the lecturer *“just narrates what he/she is supposed to teach and some just read their handouts loud and leave the class, they do not attempt explaining any point or even just delivering a little content.”* In most cases, as pointed out by one of the participants, when students *“seek an explanation or clarification”* they are met with an *“abuse or comments that really demoralise us”*

Such an approach does not develop their critical consciousness nor allows students to interrogate issues critically. Freire (1993) argues that it is not surprising that the banking concept of education regards men as adaptable and manageable beings. The more completely they accept the passive role imposed on them, the more they tend to simply adapt to the world as it is. Thus the lecturer chooses and enforces his/her choice and the students comply. When this is the case the students’ academic growth will be stunted and they will feel devalued.

4.6.4 PRE-SERVICE TEACHERS’ RECOMMENDATIONS

As potential teachers in the process of becoming, the pre-service teachers need to embody the kind of practices and approaches that stimulate critical engagement amongst their learners and this should be learnt from their lecturers. The lecturers should serve as role models in order to stimulate active participation and critical engagement in classroom activities to enhance learning. Pre-service teachers’ recommendations focused on being given a voice during lectures by actively participating during the learning process; they also wanted humanizing pedagogy to be included in their learning modules; they want lecturers to adhere to their professional ethics, and finally they advocated for a mutual relationship between them and the lecturers during lectures.

4.6.4.1 Opportunities for active classroom participation

Student interaction and active participation affords students opportunities to explore issues and ideas in depth, from different viewpoints. The lecturer needs to create conditions that enable students from different social, political and economic preferences and personalities to contribute constructively during the learning process. To reach this goal it is imperative that the lecturer

remains at the forefront in advocating for such an enabling environment, but also being part of the whole learning process. In the long run this will promote critical thinking and creativity among the students. For instance, during the plays one of the students in group 4 pointed out clearly in his reflection that there is a need for the students to be allowed to *“make contributions since teaching and learning requires the cooperation of both the teacher and the students”*. The pre-service teachers were very open in their group reflections that they needed to be afforded opportunities for creativity, imagination and interaction during lessons since their primary objective in class is to learn, experience and grow.

During the interviews it was evident again that the students advocated for space to voice their contributions too. One of the students thought that their lecturers, *“should allow dialogue and engage us in lessons”* whereas another one supported the same view that their lecturers *“should be accommodative and allow full student participation in order to make our own contributions”* and another one said that *“the lecturers should allow us to take part in classroom discussions”*.

In this regard Freire (1993) invites students to think critically about subject matter, doctrines, the learning process itself and their society. The key is to allow students to communicate with each other in a purposeful manner so that they are able to explore the content collaboratively and interrogate issues critically.

4.6.4.2 Inclusion of humanizing pedagogy in their learning modules

Freire believed that the social reality of students was best articulated through a dialogical engagement; a process that he believed could emancipate and liberate students from oppressive ideologies and systems that only perceived them as passive minds. According to this view Freire regards both the pre-service teachers and the lecturer as learners since both are prepared to learn from each other, have diverse experiences and grow in their knowledge and understanding of each other. In this regard the lecturer is not an absolute authority on the subject, but even the students are able to make valid contributions since they are co-creators of knowledge. Kochar (1992) asserts that even the best curriculum and the most perfect syllabus are fruitless unless quickened to life by the right methods of teaching and the right kind of teachers. Humanizing pedagogy embodies the right kind of teaching practices and approaches that stimulate creativity and critical engagement amongst students and advocates lecturers to have humility, coupled with love and respect for their students (Ladson-Billings, 1995). For instance during the interviews the inclusion of humanizing

pedagogy emerged strongly as one of the pre-service teachers' recommendations. The following is an extract from the interviews:

One of the participants said:

“Humanizing pedagogy should be taught in teacher training colleges”.

Whereas another one supported the same opinion and said:

“The concept of humanizing pedagogy should be taught in our institutions as a course on its own to help nurture and bring up responsible pre-service teachers who will mould the future of this great country by applying the principles and practices of humanizing pedagogy in the field”.

This again was evident in their written narratives. One of the students in her view wrote:

“Humanizing pedagogy should be introduced to instil good morals and humanizing experiences and lecturers should be trained on humanizing activities that promote humanizing experiences among students”.

Another one in her outlook said:

“Humanizing pedagogy should be emphasised in training systems at every level of teaching especially in universities.”

Whereas another one adopting the same position said:

“Humanizing pedagogy should be promoted and encouraged in teacher training courses”.

Bartolome (1994) is very clear in this regard when he contends that any institution devoted to the banking concept of education makes students internalize values and habits that sabotage their critical thought. It is evident from the pre-service teachers perspectives that after they were introduced to the concept of the humanizing pedagogy in this study, they realised that as pre-service teachers and potential teachers in the process, they needed to be armed with the principles and practices of humanizing pedagogy as espoused by Salazar (2013) in order to embody the right teaching practices and approaches that promote creativity and critical engagement.

4.6.4.3 Adherence to professional ethics by the lecturers

Although parents are affirmed as the primary moral educators of children, however, at university the responsibility solely rests in the hands of the lecturers who are expected to model good qualities that will support pre-service teachers to evaluate the consequences of their actions and choices and be willing to accept responsibility for them. In this study pre-service teachers felt that some of the lecturers did not adhere to their professional ethics and conduct.

For instance during the plays group 3 in their reflections were very clear when one of the students said:

“you see while in class he just talks about how expensive his suit is compared to mine and how expensive his phone is compared to the students’ phone, at some point he abuses students saying you are stupid you are a fool and that your head has rust.”

This again was evident in their written narratives. One of the students in support of the same view wrote:

“Some lecturers come to class and start talking about their welfare or their dealings with the university for example their non- payment of their salaries by the university.”

Another one in supporting the same opinion said;

“Some use abusive language in trying to put us down or even just intimidating us,”

Whereas another one expressing the same viewpoint said:

“Some will come to class and just start reading their handouts, books or phones and do not want to be asked questions. If you dare ask a question you are met with abuses.”

Another one adopting the same perspective wrote:

“Some when asked questions instead of responding positively they just start vomiting venom and hauling insults at us surely I find this disgusting and unprofessional.”

The use of such demeaning and derogatory words demoralize and instill fear in students and make some lose their focus and perform poorly. It is quite unprofessional as addressed by the pre-service teachers in this study and they felt the lecturers should adhere to their code of conduct and behave professionally. It is for this reason that Giroux (2013) contends that lecturers’ influence on pre-service teachers, especially in imbibing humanizing pedagogical principles, is significant in that it would lead to the facilitation of healthy professional relationships between the pre-service teachers and their learners during their work integrated learning and in their roles as prospective teachers.

4.6.4.4 A mutual relationship between the lecturers and the students

According to Salazar (2013) trusting and caring relationships between the lecturer and the students advance the pursuit of humanization which promotes learning among students. For example during the role plays it was evident that the students were very happy when their teachers engaged them in a friendly manner and showed concern and love. For example, in group 2’s play, the students were very interested and committed to the lecture. The lecturer enters the class and says: *“How was your weekend?”* and when she winds up her lesson, she is eager to wish her students all the best *“Do have a nice week ahead”* and during her lesson she demonstrates patience with her students and is ready to assist them to the best of her ability. In reflecting on this lesson the pre-service teachers felt loved and relaxed as the lecturer created a very engaging, supportive environment for constructive teaching and learning.

During the focus group interviews this came out strongly when the pre-service teachers advocated for a healthy mutual relationship between them and their lecturers as highlighted by the following viewpoints: One of the participants said:

“Lecturer-student cooperation is just a priority. We want someone who we can look up to as our parent someone who is caring, approachable and very friendly.”

Whereas another one said:

“Their communication with us should be appealing and not full of obscene language.”

In support of the same view another one said:

“Lecturers should put on some smile and encourage friendship with students and not treat us like enemies.”

Their written narratives highlighted the same perspective especially when one of the participants wrote that,

“Some lecturers are so concerned with the welfare of the students and will make sure they help where they can and if possible.”

Whereas another one said,

“Some help us out when we have issues to do with our relationships, irresponsible sexual activities and even matters to do with drug abuse.”

Indeed pre-service teachers thought that fostering such relationships between them and the lecturers was very important as they did not feel marginalized or silenced, but encouraged, stimulated and motivated to be active participants.

4.7 SUMMARY

In this chapter the findings were interpreted and discussed in terms of how pre-service teachers perceive their lecturers' engagement with a humanizing pedagogy in University M- Eldoret (Kenya). Attention was paid to the practices and approaches lecturers use during the delivery of their modules. However it is important to note that the pre-service teachers, who participated in this study, constitute a very small percentage of the many pre-service teachers in the Faculty of Education in the university and in Kenya. The findings reveal that pre-service teachers have both humanizing and dehumanizing experiences in lectures at University M.

Many of their dehumanizing experiences alienate students from the teaching/learning experience. However, the recommendations proposed by the pre-service teachers, if implemented, will contribute positively to the development of healthy lecturer/student exchanges within lectures thereby enhancing students' critical and creative thinking skills.

CHAPTER FIVE

PRESENTATION AND INTERPRETATION OF FINDINGS: SOUTH AFRICAN CASE STUDY

5.1 Introduction

The aim of this chapter is to present the analysis and interpretation of the data generated through role plays, written narratives and focus group interviews. The study investigates pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy in University N in Port Elizabeth (South Africa). Twenty pre-service teachers participated in this study. The researcher used pseudonyms for the pre-service teachers and the institution to ensure adherence to ethical issues such as confidentiality, privacy and anonymity. This chapter focuses on findings that emerged from the South African case study (N).

5.2 Background of University N in Port Elizabeth-South Africa

University N has approximately 27000 students and approximately 2500 staff members, based on six campuses in the Eastern Cape of South Africa. According to Beyers (2007) approximately 10% of the student body registered at University N consists of International Students from diverse backgrounds outside of South Africa. University N is truly living up to its name as the most culturally diverse university in the country.

5.3 Faculty of Education's Teacher Training programs in University N in Port Elizabeth

The Faculty of Education offers both under graduate and post graduate qualifications to eligible candidates within the field of Education. The Faculty consists of the following schools, each offering programmes within a specific educational field:

5.3.1 School for Initial Teacher Education

In this school, students study to become teachers. The BEd qualification is an undergraduate degree qualification offered full time over four academic years. Students choose from the outset which phase they wish to specialise in namely; Foundation Phase (grades R-3), Intermediate Phase (grades 4-6) or Further Education and Training (grades 10-12). My target group in this study involved the Intermediate Phase (grades 4-6) pre-service teachers doing languages.

5.3.2 School for Education Research and Engagement

In this school qualified educators may pursue post-graduate qualifications (i.e BEd Hons, MEd and PhD). Faculty engagement projects are also based within the school and very often inform and stimulate the research undertaken by students in this school.

5.4 Profile of participants

The participants consisted of 11 females and 9 male pre-service teachers, specifically in the teaching of languages at the Intermediate Phase (grades 4-6).

5.5 PRESENTATION AND ANALYSIS OF DATA GENERATED IN SOUTH AFRICA

Role plays, written narratives and focus group interviews were used to respond to the main research question and the sub-questions. In responding to the main research question which is: *What are the similarities and differences between Kenyan and South African pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy*, the following sub-questions were addressed as I examined the findings of the South African case study:

- i) What are the pre-service teachers' perceptions of a humanizing pedagogy?
- ii) What are the pre-service teachers' humanizing experiences in university lectures?
- iii) What are the pre-service teachers' dehumanizing experiences in university lectures?
- iv) What do pre-service teachers recommend that lecturers should do to promote a humanizing pedagogy in the Faculty?

5.5.1 The role plays and reflections

The role plays focused on the humanizing and dehumanizing experiences that the pre-service teachers encountered in their classrooms (**Appendix VIII**), while the reflections focused on addressing the issues depicted in their plays and the recommendations they proposed to address their concerns relating to dehumanizing experiences within lectures.

5.5.1.1 Group One

In the role play the group highlighted a dehumanizing experience in which the lecturer refused to listen to the grievances of her students and did not provide an opportunity for dialogue. Instead she kept on shouting at the students and ignoring their views and concerns, which led to one of them crying, since she felt that the lecturer was not sympathetic to her needs.

5.5.1.2 Group Two

This group's role play was divided into two scenes. The first part of their role play depicted a dehumanizing experience during which a lecturer came late to the class, dragged her chair on the floor and displayed a 'don't care attitude', which immediately alienated the students from her and the lecture. The lecturer added insult to injury by ignoring her students and sitting down to teach. She did not engage her students in the lesson at all. The second part of the role play depicted a humanizing experience. The lecturer engaged his students in the class discussion by asking and responding to their questions accordingly. He used several teaching and learning approaches that motivated his students to participate in the lecture as a whole

5.5.1.3 Group Three

This group highlighted a dehumanizing experience. They depicted a lecturer who was very tired as she walked into the class. The lecturer did not engage her students in any way, but instead went on with her lesson just reading out of her text book and dictating the notes to her class. Once in a while she tried to discipline the class by shouting out "you...sit...be quiet!" The students became tired of her dictation and started walking out of the class, eventually leaving her to read her notes. By the time she lifted up her head, the class was empty and she decided to end her lesson, and without being agitated just left the class.

5.5.1.4 Group Four

In their role play Group IV highlighted a humanizing experience. They depicted a lecturer who was jovial, interacted with them meaningfully and who made a concerted effort to respond to their questions. The lecturer gained his students' attention by creating opportunities for them to be actively involved in his class which they appeared to enjoy immensely. The students felt extremely comfortable to pose and respond to questions that the lecturer asked.

5.5.2 The written narratives

The written narratives focused on how the pre-service teachers perceived the humanizing pedagogy (**Appendix IX**).

5.5.3 The focus group interviews

The focus group interviews focused on addressing all the research sub-questions. The pre-service teachers responded adequately to all the questions as per the focus group guide (**Appendix III**) based on their own personal experiences.

5.6 THEMES EMERGING FROM THE DATA COLLECTED

I employed a thematic approach that entailed establishing patterns and themes highlighted with different coloured markers on the transcribed data, denoting the different patterns and themes. The data were then presented systematically in words by highlighting the common patterns and themes that had emerged from the data and integrated with the identified themes following the order of data generation strategies namely role plays and the reflections, focus group interviews and written narratives.

5.6.1 PRE-SERVICE TEACHERS' PERCEPTIONS OF A HUMANIZING PEDAGOGY

This study analyses the similarities and differences of Kenyan and South African pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy using role plays, written narratives and focus group interviews. In analysing the pre-service teachers' perceptions of a humanizing pedagogy at University N in Port Elizabeth (South Africa), what I found was important to them was that they perceived a humanizing pedagogy as; creation of a safe classroom learning environment, an opportunity to engage students, understanding students' realities, the opportunity to promote 'Ubuntu' since 'Umntu ngumntu ngabantu'- a person is a person because of other people, and more importantly they perceived the humanizing pedagogy as promoting elements of good teaching practices and approaches.

5.6.1.1 Creating a safe classroom learning environment

According to Ambrose et al (2010) a safe classroom environment is one where students feel physically, emotionally and socially comfortable. They know that their needs are taken care of and that they are protected by caring and thoughtful lecturers. Students learn best when they feel safe

since an unsafe classroom environment is not conducive for learning to take place. For instance in their narratives this was evident when one of the students in his narrative wrote:

“To me humanizing pedagogy means that we should be equal because no matter what our social background is we are all human beings. It means that we should create an environment whereby the learners can feel free, safe and comfortable with one another. Teachers must promote this safe environment in the classroom...”

Another one with the same opinion wrote:

“Humanizing pedagogy is important to bring into the schooling environment, because it empowers the existence of ‘ubuntu’ in a classroom and positive learning environment is created. A safe schooling environment where all are equal and feel free to express themselves...”

Another one supporting the same viewpoint said:

“Teachers need to provide a safe space for learners thus allowing them to think and have a say in the classroom decision-making. The classroom itself must be environmental friendly and suitable for every student even the physically challenged...”

This again was evident in their focus group interviews when one of the participants said;

“Humanizing pedagogy is about creating a safe learning environment in order for students not to feel discriminated and judged negatively or threatened.”

Another one with the same perspective said;

“Humanizing pedagogy is creating a safe and free space to enable students share their ideas and become who they are interrogating issues critically and creatively without necessarily having their teacher act as their boss. This enabling environment does not look at their social-economic background, cultural set up or even religion.”

Salazar (2013) asserts that an emotionally safe student is not necessarily happy all the time, but he/she always feels supported which enhances learning. According to Ladson-Billings (2001) effective teacher preparation addresses the need for lecturers to acknowledge students' diversity hence incorporating their pluralistic backgrounds and learning experiences into the classroom environment. This enables them to manage students from diverse racial, ethnic, language, and social class backgrounds in humane ways as alluded to in the quotation above.

5.6.1.2 Opportunities for student participation

Freire (2003) asserts that problem-posing is crucial for meaningful teaching and learning to take place. The learner benefits much more from a problem-posing approach than the banking model. The problem-posing model enables learners to become critical thinkers since dialogue and student participation is based on mutual trust and understanding. He insists that a lecturer should make learning more inclusive and give his/her students a voice by encouraging everyone to participate and contribute to the lecture as a whole. For example in group One's reflection one of the participants said:

“The lecturers should create space for discussion with students and allow full classroom participation.”

In Group 2's reflection based on their play one of the students took the same stance when he said:

“We need to be engaged by our lecturers to make learning enjoyable and remove tensions that exist between us and them.”

This was evident in their narratives. One of the students in her narrative wrote:

“In humanizing pedagogy the purposes of education are to extend humanity through opportunities for creativity, imagination and interaction with others and the world.”

Whereas another one supporting the same viewpoint said:

“Using humanizing pedagogy as a guideline to involve learners to work together and use dialogue as a cooperative activity focusing on respect for one another.”

Freire (1993) insists that a lecturer should aim at eliciting uninhibited feedback from his students in order to assess their learning and to transform lessons into energetic and inspiring experiences for them, which will enable them to learn the process and habits of democratic discourse thereby developing collaborative learning.

This was also evident during the focus group interviews. One of the students during the interviews said:

“We want a situation where we can hold healthy debates and we can dialogue freely without infringing on other peoples’ rights irrespective of their religion, culture or social backgrounds.”

It is for this reason that Salazar (2013) contends that we should always strive to engage the students in dialogue based on mutual trust and understanding in order to enable them to interrogate issues critically.

5.6.1.3 Opportunity to promote ‘Ubuntu’

According to McCluskey and Lephala (2010, p.10) Ubuntu is a South African philosophy with the words: ‘umntu ngumuntu ngabantu’; meaning that a person is a person because of other people. They seem to agree that many institutions in South Africa are trapped in the legacy of the apartheid system that was characterised by discriminatory laws that were enforced through inhumane disciplinary practices. Freire (1970) refers to the humanizing pedagogy as the art of teaching that is imbued with and advances humanness through the conscientisation of the students. He further says that there is no learning or humanization without the act of mutual dialogue. Yet for dialogue to be transformative it needs to be conducted in relations of love, mutual respect and trust which is in line with the principles of ‘Ubuntu’- ‘I am because we are, we are because I am’ a philosophy of becoming human (Swanson,2007, p.51). For instance in his narrative one of the students wrote:

“The teacher should strive to encourage and promote ubuntu in order to create a good relationship among learners so that they can start borrowing things from each other. Through positive ubuntu there will be mutual relationship between learners.”

Another one supporting the same view said:

“To me humanizing pedagogy is when there is ubuntu in the learning process. Where people take good care of each other and have a good relationship with each other.”

The pre-service teachers understand the silent and unwritten code that *‘I am able to support and help you today and that tomorrow or next week I might need your assistance and I know you will do the same for me’* (Lephala, 2010, p.5).

This was also evident during the focus group interviews when one of the participants said:

“Accept a student as they are and respect their views and values irrespective of their religion and not attack them at personal levels and acknowledge that all students are equal and that they should be treated fairly without discrimination.”

Ambrose et al (2010) assert that lecturers should think of ways of making the classroom environment welcoming and cheerful and offering an alternative that seeks to build and enhance relationships.

5.6.1.4 Good teaching practices and approaches

Bransford et al (2005) contend that pre-service teachers’ education programs aim to prepare graduate teachers to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. It should be noted that field experiences constitute an important facet for pre-service teachers. For example during group 4’s reflection on their role play, one of the students said:

“So the approach of the teacher matters a lot since you could be handling the same children but because of doing things differently and engaging them, making them feel appreciated as a teacher you are able to arouse their attention and promote learning.”

Another one supporting the same viewpoint during their reflections in group 2 part II said:

“We learnt a lot because we were able to understand that there are several approaches to teaching that can make students eager to learn.”

Zepke and Leach (2010) argue that if a lecturer is perceived to be approachable, well prepared and sensitive to students' needs, students tend to work harder, benefit personally and intellectually from the session and are more likely to express their opinions freely.

This was also evident in their narratives when one of the participants wrote;

“My opinion would be that it has to do with the child as a whole. When presenting a lesson the teacher has to take into consideration the possible challenges that the learners may be facing. I would say it should be student-centred and think of the learner coping inside or outside the classroom.”

It was also raised during the focus group interviews when one of the participants said:

“As learners we learn in different ways, the way I learn is not the same way another one will understand. Some of us learn well when involved with concrete materials practically whereas some learn through just reading and understanding. We are unique and we should be embraced equally.”

If pre-service teachers are exposed to approaches and pedagogies that are student-centred in their teacher training environments they tend to embody the kind of teaching practices and approaches that they will be able to apply in their field of practice thereafter.

5.6.2 STUDENTS' VIEWS - LECTURERS' ENGAGEMENT WITH A HUMANIZING PEDAGOGY

According to Wong (2006) promoting the values of humanism and liberal democracy through education can set students free from their intolerance and prejudice. There is a broad consensus that higher education can help create a civil society, which respects everyone's right to freedom, justice, dignity and quality of life (Ellis, 2001). The themes highlighting students' humanizing experiences elicited from the role plays, written narratives and focus group interviews included; the creation of opportunities to engage during lessons, the use of the mother tongue during specific lectures, friendly and understanding lecturers and the use of alternative teaching approaches.

5.6.2.1 Opportunities to engage students in classroom discussions

Bean (2004) asserts that students should, at all times, be involved in making choices and taking initiatives. It is through such participation in learning activities that they are challenged to construct their own understanding and create meaning. According to Zepke and Leach (2010), teachers or lecturers who are remembered by their students, may be remembered because of their skill in making the content real. When students are engaged interactively in learning activities they become more competent learners and gain skills that could be applied in their school based learning. For instance during Group one's reflection, one of the students said:

"We should create space for classroom discussions with our learners if we want learning to take place."

Whereas in group 4 during the reflections one of the students said:

"The students should be allowed to take part in classroom discussions."

This was also evident during the interviews when one of the participants said:

"Being allowed to share and express ourselves makes us feel valued and good and this in most cases encourages us to take part in class discussions freely without fear of intimidation."

In this regard Bean (2004) acknowledges that the success of a student depends partially on how much he/she is engaged in the learning process. It is thus imperative that lecturers engage students interactively through the use of multiple intelligences. Involving students interactively enables them to adopt multiple ways of seeing and viewing the world.

5.6.2.2 Advantages of indigenous language classes

Ellis (2001) contends that multilingual teaching is another way of supporting students to grasp concepts in their mother-tongue as it gives them a sense of pride in their heritage and identity. For instance during the focus group interviews one of the students openly said:

"My native language class is the best, not because it is my language but we are provided opportunities to engage and we are able to connect experiences with what we are learning in every day's lesson content."

Another one supporting the same viewpoint said:

“You learn better when you learn in your home language because it makes the content real and easy to understand because you are able to communicate and air your views freely.”

5.6.2.3 Friendly and understanding lecturers

According to Ladson-Billings (2007) for successful learning to take place the learning environment needs to be friendly and relaxed so that students are able to actualize their potentiality. The teacher influences the quality and extent of learning for all his/her students. For example group 2 (Part II) depicted a friendly and welcoming teacher as demonstrated by the following excerpts;

Teacher: Morning class! How are you today?

Students: Morning sir. We are fine.

Teacher: I tried to come last night but I was held up in my office and just thought to leave it that way. (Immediately some students walk in). Yes. Yes come in. How are you today? Is everything alright there?

Student: It is so much better. Thank you so much for loving my email.

Teacher: That is okay. Right this morning we will be having a few reflections and we will have one more presentation. I hope you all understood that. If you have any problem or queries you can come to my office. You can even use my address or even my email address is there. Unfortunately I cannot give you my residential address. Otherwise do have a nice day!

Students: (with excitement) Thank you sir!

In their reflections one of the students said;

“We felt relaxed and welcome. Our lecturer engaged us hence we felt appreciated and he demonstrated to us that everyone is equally important.”

Group 4 again in their play depicted a friendly and jovial teacher as demonstrated by the following excerpt:

Teacher: Good morning class! How are you today?

Students: Good morning sir! We are fine and you?

Teacher: I am good and fine. Today we are going to talk about the acts of Freire.

In their reflections one of the students said;

“The lecturer was interacting and friendly. The students were very positive and you actually felt he is trying to know you and bring you closer and the same students who walked out of the class earlier were now enjoying the second lesson and taking part in the discussions.”

According to Salazar (2013) behaviour problems are very rare among students in classes where they are actively involved and appreciated for who they are; where they come from and what they are able to contribute.

5.6.2.4 Use of alternative methods of teaching

Rao and Stupans (2012) assert that drama is a potentially powerful tool for connecting students with learning and content. Drama provides a process for learning by living through or experiencing an event since it involves students in social contexts whereby they are required to think, talk, and manipulate concrete materials and share opinions in order to arrive at conclusions. For instance during the focus group interviews the participants were very open especially when one of them said:

“The drama class gave me an idea of how to visualize my ideal class and how my students should be like. What I like is that our teacher makes content real when he brings the practical aspect in covering certain content through drama as opposed to theoretical approach.”

Whereas another one with the same perspective said;

“Drama classes are very lovely and the teacher gets to know each and every one of us and this is one aspect that we don't take for granted. The teacher moves

around the class during his presentation and even makes an effort of getting at the back and making sure everyone is involved in the learning process. Drama addresses all issues and we are able to take part irrespective of our background, class, race or language and I think other teachers should adopt this approach in teaching.”

Another one with the same point of view said:

“We are all different and unique and we learn differently. Some of us enjoy and learn better when involved practically like in drama whereas others do well when they just read their texts.”

Buchanan (1985) argues that students are always encouraged to live the life invented through drama as an alternative method of learning which creates an element of surprise that can lead to new understanding of the concept under study.

5.6.3 PRE-SERVICE TEACHERS’ DEHUMANIZING EXPERIENCES

The themes highlighting students’ dehumanizing experiences elicited from the role plays, the written narratives and the focus group interviews included; lecturers’ autocratic approaches, lecture-centred approach and discrimination based on race and colour by the lecturers.

5.6.3.1 Lecturers’ autocratic approach

The general view articulated by students through the various data sets indicated that autocratic learning environments deter learning as they do not create opportunities for a healthy exchange of ideas and feelings through dialogical engagement. For example group 1 in their play depicted a dehumanizing experience as highlighted by the following excerpt from the role play:

***Teacher:** Right people I am looking forward to your pleasant case studies for the Tanzania’s sizuiziki lesson plan. First group please can you hurry, please hurry.*

***Student 1:** Okay good morning everyone! This is my group and we look forward to have four interesting themes and a lesson plan on the sizuiziki lesson plans.*

***Teacher:** Why are you late!?*

***Student 4:** Sorry mum I am only five minutes late.*

Teacher: *Time to crush. You know you are supposed to be here 25 minutes before time.*

Student 4: *But mum I had not eaten anything.*

Teacher: *Aaakh okay! Just sit down. (Gesturing to the other group) please continue.*

Student 1: *Okay this is what we had in mind for our lesson plan.*

Teacher: *(Shouting) What are the boxes for? I told you they should be twenty five.*

Student 1: *But mum we did try to contact you through the E-mail concerning that.*

Student 2: *I tried to write to you but you didn't respond.*

Student 3: *Mum I was also at your office and you said I should go and work at the university.*

Teacher: *(At the top of her voice) Just listen all you people do is complaining. You can't think for yourselves. How am I supposed to deal with that if you bother me?*

Student: *But mum Maline and I tried to contact you but you were unable to answer.*

Teacher: *What do you mean you don't understand I gave you clear instructions and almost spend five minutes explaining to you, I also gave you 50 pages on different dates of the month of January.*

Students: *But mum we just didn't understand what to do.*

Teacher: *Just listen to yourself guys. Can you just understand!?! You are seven years old here.*

Student 4: *(crying) Madam you are rude.*

Teacher: *Please sit down. Next group!*

From the conversation one can easily tell that the teacher is autocratic in her approach. This is evident when one of the students in his reflection said:

“So basically you guys did see that this is not a proper way of how to approach humanizing pedagogy and what we said she lacked was that she didn’t pay attention to us even when we were struggling to give an explanation to her. She couldn’t relate with us because she was not present at all and she didn’t even make any effort to get along with us at all. She had no respect for us at all she even made one of us to cry and even made it worse by ignoring all our cries.”

Group 2 part II of their play depicted a dehumanizing experience where the teacher didn’t care much about the students as demonstrated by the following illustration:

Teacher: *(A teacher walks in class pulling her chair on the floor and there’s noise everywhere she proceeds to sit down on the same chair) Okay class am not going to say good morning I am just going to talk about my stuff. I am not very good at English but I am going to teach you how to teach English. I am going to sit here in front and read from the slides and therefore you should be able to do your job. I am a mathematics professor with 17 degrees. Bush why don’t you help me have the videos displayed after all it is like reading from a text book. Do you see how boring this picture is? Who has a text book?*

Student: *Sorry mum what text book are you talking about?*

Teacher: *Okay now the text book you see here has all the work in. You see it is all here.*

Student: *You said you are teaching us and we can’t even save ourselves.*

Teacher: *Aaaaaaakh!*

This was even followed by a statement by one of the participants during their reflections when he said:

“You all saw our lecturer. She came in class late, very moody and never even wanted to greet us. She just didn’t have a lesson plan and all the time she talked to herself. We could not even hear her. She only carried a study guide when coming to class. She had no text book and did not engage the students in the discussion at any time.”

Given the above revelations, it is very disturbing to see many enthusiastic students becoming disillusioned and cynical because of their negative experiences in institutions of higher learning. Some students have been intimidated and verbally abused by their lecturers because of their political and religious leanings (Wong, 2006).

5.6.3.2 Lecture-centred approach

Zhao et al (2014) assert that in lecture-centred models, the teacher controls the whole class and directs the learning processes to obtain a desired level of involvement and type of engagement. For instance during the plays group 3 depicted a lecture-centred approach that they thought was dehumanizing. The following excerpt demonstrates how the teacher behaved:

“(A teacher walks in very tired and takes a lot of time to start her lesson. She starts by taking water and then hands over a list. As she starts talking some students walk in and others are listening to their music from their phones) Eehh you...! What are you doing? Sit and be quiet! (She continues shouting) You what did I say. Sit be quiet! (Students start leaving the class one by one. She goes on reading her notes from the text books and does not even look at the class until she realizes that the class is empty and that she is only left with one student and that’s when she decides to end her lesson).”

In their reflections one of the students highlighted their discomfort by saying:

“The lecturer was so dehumanizing and very arrogant and she kept on shouting at students leaving them confused until students started walking out of her class one by one. The students found her class very boring and not accommodating enough. She continued reading her notes only to realize she had been left alone. Students need to be engaged for learning to take place and they need not be shouted at or humiliated by their teachers”.

In group 4’s role play the participants demonstrated the kind of approach that they are not in favour of as highlighted by the following excerpt:

Teacher: *Do you guys have some experiences in school that contradicts the Humanizing Pedagogy? Do we have anybody with such experiences?*

***Student 1:** Some teachers are so dehumanizing especially when they are involved in the act of beating their students and canning them on daily basis.*

***Teacher:** (Saying it sarcastically). That reminds me of my school! My first experience was bad. I was caned until I thought of dropping out of school. Do you remember Freire says that teachers at times tend to go back to the banking concept because it is easy?*

***Student 2:** Sometimes you just sit there and the teacher goes on talking and talking. As students we just keep on listening to nothing since there is actually no learning taking place in the minds of many of us since sometimes you just don't understand anything. Some teachers come to class without any lesson plan at all.*

***Teacher:** You know the banking concept views students as empty vessels. Any other bad experience?*

***Student 3:** Some teachers do not want to share anything with students. They just want you to sit there and listen and anytime you ask a question, you are always shouted at or just demoralized and you can't dare ask any question at all.*

***Teacher:** Yes. That is a good observation. Do you have any other experience that contradicts Freire's model of teaching and learning? Okay that brings us to the end of our lesson today. Thank you and stay out of trouble.*

From the above excerpt it is evident that the students are not in favour of a lecture-centred approach as they felt that such an approach was dehumanizing since it stifled their individuality and creativity.

5.6.3.3 Discrimination based on race and colour in classroom

According to Barker (2005) racial discrimination in education refers to any harassment or making a distinction in favour of or against a student based on race, colour or category to which that student is perceived to belong to rather than on individual merit. Discrimination can happen at any age from pre-school through college and can be caused by teachers, administrators, other staff members or other students. For example during the interviews one of the students in one of the groups said:

“Most of the lecturers are Afrikaans and in most cases they have a tendency of using the Afrikaans language in class whereas not all of us understand the language. It doesn't make it any better when you realize that the other students who speak Afrikaans are treated better than some of us who are still struggling with learning English. In most cases some of us are considered weak academically and Afrikaans students are always considered the A-students and this to me is indeed dehumanizing.”

Another one supporting the same opinion said:

“My English is neither good nor perfect and it will never be good enough because it is not my home language. Sometimes when one talks the lecturer is always very keen waiting for an opportunity to blast you and many times looks at you as if you are damn and since I fear humiliation, I just zone off and decide to keep quiet in class.”

Whereas another one with similar sentiments said;

“When we submit our assignments the lecturer just looks at your surname and that could earn you 50% and more or less. Sometimes assessment is based on race. If your sir name sounds 'right' you earn yourself 50% and above but if it sounds like isiXhosa then you are done.”

5.6.4 PRE-SERVICE TEACHERS' RECOMMENDATIONS

Freire (2008) asserts that by assuming the roles of teachers as depositors and students as receptors the banking concept changes humans into objects. To alleviate the dehumanization produced by the banking concept, Freire introduces what is deemed as 'problem-posing education'. According to this approach the roles of students and lecturers become less structured and both engage in acts of dialogic enrichment to effectively ascertain knowledge from each other. The pre-service teachers were very open in their recommendations and advocated for: strong student-participation during learning, student-centred approach, the need to decolonize the curriculum and fair treatment during the teaching practice postings.

5.6.4.1 Student-participation

A teacher needs to reflect on the learning environment he/she has created and whether this engages all the students actively and meaningfully since teaching is not a matter of reading from textbook or dictating notes, but a participatory process. For instance during Group 1's reflection on their plays one of the students said:

"We should create space for discussion with our learners."

Whereas another one in group 2 part II in their reflections supporting the same view said:

"We need to be engaged by our lecturers to make learning enjoyable and remove the tensions that exist between the students and the teacher."

During the interviews the same stance was voiced by one of the students when he said:

"We should be allowed to take part in the class discussions and hence participate fully and our contribution should be respected irrespective of our background, race or colour."

Salazar (2013) asserts that it is important for a teacher to investigate how his style of teaching can affect progress and behaviour of different students. Teaching-learning interaction is an essential part of classroom management and many behaviour problems can be avoided by improved management of the classroom environment and classroom activities.

5.6.4.2 Student-centred approach

According to Giroux (2005) a student-centred learning environment enables a teacher to deal effectively with all types of students in the same classroom. A student-centred learning environment encourages students to become independent learners and ultimately to be in charge of their own education. The pre-service teachers advocated for a learner-centred approach. For example during the interviews one of the participants said:

"Teaching should have a practical-approach. What the lecturers are doing is a lot of banking. They don't want us to think for ourselves. They should give us the opportunity to interact and accommodate each and every one of us for learning to be meaningful."

Another one with the same viewpoint said:

“The modules should be practical oriented instead of reading and dictating notes to us. They should bring the content in a real perspective. Let us be allowed to act out the content making it as practical as possible in order for us to have the same approach when we get out in the field.”

According to Ladson-Billings (1985) student-participation moves students from passive receivers of information to active participants in their own discovery process. What the students learn, how they learn it and how their learning is assessed are all driven by each individual student’s needs and abilities. Learning is a constructive process that is relevant and meaningful to the learner and connected to the learner’s prior knowledge and experience.

5.6.4.3 Decolonize the curriculum

Kamanzi (2016) asserts that the call for decolonization of the university and broader society immediately shines a light on what makes these institutions more than the sum of their parts while actively attempting to reshape its posture towards anti-colonialism and by consequence the pursuit of self-determination and social justice. During the interviews it was evident that the participants wanted the curriculum to be decolonized. For example in group 1’s interview one of the participants said:

“Most of the modules are Western based. Well we appreciate all the good sources of information we get from them but we want to know about Osuntu, Oshaka, Ghana, Nigeria and even Kenya. The resources we are told to use like the data projectors and video clips cannot be found in the public schools and yet we are told we should use these resources in the field and yet the schools do not have the resources. Let us embrace what we have instead of aping the Western World.”

Whereas another one supporting the same point of view said;

“We need to decolonize the curriculum. We need to hear more of the African content and address issues that affect our people, our own history and our own value systems instead of adopting the Western Education.”

Kamanzi (2016) further contends that the pursuit of a decolonized curriculum, in this context, must respond to the constraints of the existing economy and state pressures and respond to fundamental questions around the role of the student in the existing and future society in relation to the project of self-reliance in the pursuit of self-determination.

5.6.4.4 Equal opportunities and fair treatment during Teaching Practice

A humanizing pedagogy correlates with caring literature in education and is inclusive of respect, trust, relations of reciprocity, active listening, mentoring, compassion, high expectations, and interest in students' overall well-being (Brandon & All, 2010). In this study the participants were very open to express their viewpoints as demonstrated as follows:

“Apparently humanizing pedagogy is in every module therefore the Faculty should practice what they say instead of propagating seeds of hatred and division especially when we are sent to schools for our teaching practice. We should be given the opportunity to be taken to schools of other environments not necessarily our own backyards after all by the end of the day we are all going to be teachers.”

Another one with the same stance said:

“The Faculty should give students a platform to experience different environments and see what happens in those other areas irrespective of our backgrounds, race or colour.”

Whereas another one with the same viewpoint said;

“The Faculty should not discriminate us. Some are known to go to private schools or privileged schools whereas some are just known to be taken to the public or township schools. We want equal opportunities and fair treatment irrespective of our race or colour.”

5.7 SUMMARY

The chapter explored the pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy in University N in Port Elizabeth (South Africa). The study was designed to examine the participants' perceptions closely by analysing data from role plays, written narratives and focus group interviews as well as their reflections. Several key themes were identified and recommendations were made to promote humanizing pedagogy in the Faculty of Education. The pre-service teachers perceived humanizing pedagogy as; giving voice to students, creating a friendly and safe learning environment, promoting 'ubuntu', and the promotion of good teaching practices and approaches. Furthermore they highlighted the following as very humanizing; friendly and understanding lecturers, their native classes and use of alternative methods of teaching. The participants highlighted some of their dehumanizing experiences such as: autocratic approaches, lecture-centred approach and discrimination based on race and colour. Their recommendations included: strong student-participation during learning, student-centred approach, the need to decolonize the curriculum and fair treatment during the teaching practice appointments by the Faculty.

CHAPTER SIX

COMPARATIVE ANALYSIS OF THE TWO CASE STUDIES: KENYA AND SOUTH AFRICA

6.1 Introduction

This chapter provides a comparative analysis of the similarities and differences of Kenyan and South African pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy using role plays, written narratives and focus group interviews. The chapter will highlight both the common and divergent themes that emerged from an analysis of the data in the two cases.

6.2 COMPARATIVE STUDY OF THEMES ON THE HUMANISING PEDAGOGY FROM KENYA AND SOUTH AFRICA

Based on the sub-questions I employed a thematic approach that entailed establishing patterns and themes that were similar between the two cases and themes that were different. In this section I will discuss the findings through a comparative analysis of the two cases (Kenya and South Africa) on lecturers' engagement with a humanizing pedagogy by examining commonalities and differences emerging from the role plays, focused group interviews and written reflections.

6.2.1 Pre-service Teachers' Perceptions of a Humanizing Pedagogy

6.2.1.1 Common themes

Themes common to both cases in terms of pre-service teachers' perceptions of a humanising pedagogy included; an opportunity to engage students in classroom participation, promoting good teaching practices and approaches that stimulate critical and creative thinking, and the provision of a safe and friendly learning environment.

- **Opportunity to engage students in classroom participation**

The lecturers' influence on pre-service teachers especially in imbibing humanizing pedagogical principles is significant in that it would lead to the facilitation of interactive learning by students in classroom contexts. In the context of such learning the pre-service teachers are afforded ample opportunities to engage with the lecturer in a meaningful dialogical relationship (Ladson-Billings,

2007). **For instance in the Kenyan case study**, group 2's play depicted a classroom situation that they perceived to be humanizing. The teacher promoted respect and enhanced classroom interaction between herself and the students and between the students themselves without conflict between them and the teacher. She constantly provided room for student participation especially when she engaged them in meaningful oral exchanges. Interaction and collaboration are central to a reciprocal approach and produce a great deal of teaching and learning while supporting student's cognitive growth (Ladson-Billings, 1994). Consequently the pre-service teachers often responded to questions posed by the teacher as she acknowledged their responses thereby making them feel valued. Noguera (2003) asserts that when teachers modify their interaction styles with students and motivate them to ask more authentic questions; they (the students) talk more and become more deeply involved in the learning process. The teacher, in this case, was humane in her approach as she really aimed to involve her students meaningfully in the lesson as a whole.

In the South African case study group 1's reflection after their play, one of the participants said, *"The lecturers should create space for discussion with students and allow full classroom participation."* In group 2's reflection based on their play, one of the students adopted the same stance when he said; *"We need to be engaged by our lecturers to make learning enjoyable and remove tensions that exist between us and them."* This was also evident in their written narratives and focus group interviews. For example in the **Kenyan case study** a call for a dialogical engagement was evident when one of the pre-service teachers viewed humanizing pedagogy as *"a process that requires the cooperation and participation of the lecturer and the students for learning to be meaningful"*. In this regard Salazar (2013) cites participation through interaction as a tool that enables students to assume leadership roles; helps destabilize power relationships and stereotypes enforced in society at large. Here existing thoughts change and new knowledge is created. The more they accept the passive role imposed on them, the more they tend to simply adapt to the world as it is and to the fragmented view of reality deposited into them.

- **Promoting good teaching practices and approaches**

These practices could only be realized if the students are exposed to such approaches and pedagogies in their teacher training environments, especially in Faculties of Education where their lecturers should serve as role models. For example in the **Kenyan case study** the participants perceived a humanizing pedagogy as good teaching practices and approaches.

During the focus group interviews the students were able to identify practices in class aimed at uncovering their real problems and addressing their actual needs since such practices promoted “*curiosity, interest, attention and gave hope to students*” (according to one of the participants) and all this was because the lecturers used “*friendly techniques and methods of teaching*” as highlighted by another student. It was also quite evident in their written narratives that they perceived the humanizing pedagogy as the use of “*desired approaches and the right practices*” as summed up by one of the interviewees. However it should be remembered that pre-service teachers’ experiences tend to influence what they believe and practice and this empowers them with skills thereby enabling them to become agents of change and more engaged teachers in the future.

In the **South African case** it was also evident that the participants perceived a humanizing pedagogy as good teaching practices and approaches during lectures. For example after group 4’s role play one of the student’s in his reflection said; “*So the approach of the teacher matters a lot since you could be handling the same children but because of doing things differently and engaging them, making them feel appreciated as a teacher you are able to arouse their attention and promote learning.*” Another one supporting the same viewpoint during her reflection after group 2’s Part II role plays said, “*We learnt a lot because we were able to understand that there are several approaches to teaching that can make students eager to learn.*”

Brandon et al (2010) assert that constructivist approaches to teaching and learning are based on the premise that humans learn through their experiences and prior knowledge of their own actions and understandings, hence the pre-service teachers need to exemplify the kind of teaching practices and approaches that they expect their students to exhibit in their teaching.

- **Provision of a safe and friendly learning environment**

In the liberating classroom suggested by Freire’s ideas, teachers pose problems derived from student life, social issues and academic subjects, in a mutually created dialogue. In classrooms the pre-service teachers need cooperative, loving and caring lecturers to foster democratic engagement. For instance in the **Kenyan case study** the informants were very clear. Group 2 in their play depicted a friendly teacher who engaged students constructively in his class and created a safe environment in which students felt valued and comfortable compared to some of the autocratic teachers depicted in plays presented by other teachers. The teacher in Group 2’s play

demonstrated how the teacher could create a positive, friendly learning environment that the students yearned for.

The conversation illustrated that the teacher was friendly as she was interested in her students by inquiring how their weekends were. She was even prepared to explain the work again to them so that they could gain a better understanding. Through her role the teacher demonstrates the ability to create a relaxed atmosphere that motivates her learners to be active participants. Her students felt motivated by her genuine interest and were eager to pose and even respond to questions spontaneously without feeling stressed.

During the interviews the pre-service teachers demonstrated that they really desired a friendly and positive learning environment. They desired an environment that would be able to motivate them to learn without fear. One of the participants, for example, perceived the humanizing pedagogy as *“a model of teaching that has a safe learning atmosphere”*.

In the **South African case** the pre-service teachers were also categorical in their support for a nurturing teaching environment by expressing similar sentiments. For instance in their narratives this was evident when one of the students in his written narrative wrote; *“To me humanizing pedagogy means that we should be equal because no matter what our social background is we are all human beings. It means that we should create an environment whereby the learners can feel free, safe and comfortable with one another. Teachers must promote this safe environment in the classroom...”*

According to Willingham (2008) lecturers should be compelled to create classes that serve as hubs of student-directed, multi-mediated inquiry development and not full of fear. The pre-service teachers should not only be empowered to pursue a humanizing process that will lead them to become better teachers, but also need to learn how to model kindness, patience and respect.

6.2.1.2 Divergent themes

Based on the sub-questions I identified divergent themes that emerged from the two cases. In analysing pre-service teachers' perceptions of a humanizing pedagogy in both case studies, what I found divergent in the two cases was that the pre-service teachers in the South African study highlighted the significance of Ubuntu.

- **Opportunity to promote Ubuntu**

Since ‘Umntu ngumntu ngabantu’- a person is a person because of other people and this was demonstrated by the participants when they used specific descriptors to describe their experiences: *“The teacher strives to encourage and promote ubuntu in order to create a good relationship among learners”*, *“Where people take good care of each other and have a good relationship with each other”* and *“Accept a student as they are and respect their views and values irrespective of their religion and not attack them at personal levels and acknowledge that all students are equal and that they should be treated fairly without discrimination”*. These comments from their written narratives and the interview data also highlighted the value that they placed on the lecturer’s promotion of Ubuntu in their classes.

6.2.2 Students’ Views on Lecturers’ Engagement with a Humanizing Pedagogy

Lecturers must create new learning experiences that challenge traditional understanding of knowledge and introduce subjugated knowledge, and transform pedagogical interpretations of knowledge and learning (Noddings, 2005). The themes highlighting students’ humanizing experiences elicited from the role plays, written narratives and interviews in the two cases included; opportunities for student participation and, understanding and friendly lecturers’.

6.2.2.1 Common themes

- **Provision of opportunities for student participation**

The knowledge construction process recognizes all individuals, including lecturers and students, as active participants in the construction of knowledge. Hence students are not perceived as mere recipients of ‘deposits of information’ (Freire, 2009, p.76). For instance in the **Kenyan case study** it was evident that the pre-service teachers appreciated their lecturers efforts in making sure they were involved in classroom discussions. Group 2’s role play, for example, depicted a class that had a teacher who really wanted the students to participate in class discussions and during their reflections as a group they thought their teacher was indeed humanizing. The teacher was able to engage the students by asking and responding to questions and quite often asked the students if there was anything they wanted to have clarified. In this way active student participation was enhanced and the friendly atmosphere created by the teacher facilitated interactive learning.

During the interviews this again became evident as one of the humanizing experiences identified during lectures included engaging students interactively. It was again reflected in the written

narratives when several pre-service teachers in their narratives considered student participation in classroom discussions as featuring among the most humanizing experiences they had experienced in their lectures.

The same sentiments were also replicated in the **South African case study** when one of the participants articulated his viewpoint as follows: *“We are provided opportunities to engage and we are able to connect experiences with what we are learning in every day’s lesson content.”* Students’ comments from their written narratives also illuminated the significance of interactive engagement in lectures. Since learning occurs when students participate in classroom activities this accounts for the openness and excitement demonstrated by the pre-service teachers as they reflected on lectures they enjoyed because they were actively involved. Ultimately good teaching entails that students are in control of their learning. It is for this reason that Giroux (2011), like other proponents of humanizing pedagogies, advocate for schooling that encompasses the students’ histories and experiences, but more so, involves students actively in the learning process and all the classroom activities.

- **Friendly and understanding lecturers**

Fritze (2010) asserts that lecturers should model understanding and fairness especially when relating to students as individuals and treating them with respect. Lecturers should at all times make their lessons interesting and varied; provide encouragement and always reassure students in their abilities and that they have the ability to succeed in whatever they set their minds to. For instance in the **Kenyan case study** the participants were very open when they cited some of their lecturers as understanding and friendly. From the pre-service teachers’ responses they clearly illustrated that some lecturers are eager to listen and respond to questions directed to them by students. The participants indicated that there are lecturers who are humane and eager to support students in positive ways within classroom contexts. An examination of their written narratives indicated that their responses were similar as highlighted by one of the students as follows: *“Some lecturers are quite encouraging, humble and understanding always instilling hope in us and this makes some of us feel we should be like them when we go out in the field.”* The same sentiments were highlighted in the **South African case study**. For example group 2 (Part II) depicted a friendly and welcoming teacher as demonstrated in their play. In Group 4’s reflection one of the students was very clear when she said, *“The lecturer was interacting and friendly. The students were very positive and you actually felt he is trying to know you and bring you closer and the same*

students who walked out of the class earlier were now enjoying the second lesson and taking part in the discussions.” A lecturer with a good sense of humor, relates learning to earlier experience, encourages students to take responsibility for their own learning and creates learning environments that actively involve students; does not only stimulate learning amongst students but also becomes a darling of the students (Franquiz et al, 2012).

6.2.2.2 Divergent themes

In analysing the pre-service teachers’ views on the lecturers’ engagement with a humanizing pedagogy in both case studies, what I found different in the two cases was that whereas the pre-service teachers from the two countries viewed their lecturers as being supportive, friendly and understanding, the difference was that in Kenya the pre-service teachers viewed their lecturers as well versed in the content knowledge and willing to offer assistance whereas in the South African case study they viewed their respective native language classes as very humanizing.

The pre-service teachers in Kenya highlighted adequate preparation, knowledge of content and readiness to offer assistance by their lecturers as very humanizing.

- **Adequate preparation and knowledge of content**

For instance, during the plays group 2 depicted a teacher who understood her area of specialization extremely well. One could easily identify a well versed, confident and well prepared teacher who is not only ready to teach but also understands the content. The tone of her voice indicated that she understood what she was talking about which reassures students. Comprehensive knowledge of subject matter and knowledge of how to teach are pivotal to facilitating teaching and learning as depicted by the participants in the role play. In addressing humanizing experiences in their classrooms pre-service teachers were also very honest in their written narratives and wrote about lecturers whom students believed were always prepared and delivered their content well. *“The lecturer is always ready to clarify issues before leaving the class”* and *“Some lecturers build our personality and confidence towards this noble profession”*, among others.

- **Lecturers’ concerns about students’ welfare**

Some pre-service teachers identified the positive manner adopted by their lecturers to assist them with personal and emotional challenges as being very humanizing. For instance during the role plays, group 4 in the second part of their play depicted a concerned lecturer trying to come to the

rescue of his student by contacting someone who would be able to offer financial assistance towards the payment of his fees. A conversation between the class representative and a lecturer in class was acted out as a play over a cell phone conversation and this showed how some lecturers are concerned about the welfare of their students and go beyond their call of duty to offer assistance by trying to contact someone who could support the student financially. Pre-service teachers regarded such support as being humanizing.

What I found different in this case study compared to the Kenyan case was that the South African participants viewed their native language classes as very humanizing.

- **Native language classes**

Some participants identified their native language classes as a powerful medium that influenced and enhanced their learning. Participants expressed this by using several phrases: *“My native language class is the best, not because it is my language but we are provided opportunities to engage and we are able to connect experiences with what we are learning”*, *“You learn better when you learn in your home language because it makes the content real and easy to understand because you are able to communicate and air your views freely”*, among others. Huerta (2011) asserts that it is important to create a safe learning environment where risk-taking and active engagement are valued; allow for native language support and facilitate student connections to their communities.

6.2.3 Pre-service teachers’ Dehumanizing Experiences

6.2.3.1 Common themes

Dehumanizing experiences are aspects of a banking concept of education that opposes any form of inquiry. It orients students to conform, to accept inequality and their places in the status quo to follow authority (Freire, 1970). According to the pre-service teachers in the two case studies the common dehumanizing features of lecturers included; autocratic and lecture-centred approaches espoused by their lecturers.

- **Autocratic approach towards students**

These lecturers work from an authoritarian perspective leveraging their power in order to control their students and quite often dictating their classroom discussions. In the **Kenyan case study**

during the plays, group 3 depicted an autocratic lecturer who used very intimidating language towards his students. Participants expressed this by using several phrases: *“I guess you are a fool like your father. I am here to guide you not to teach you. If you feel you cannot then change your profession and be ‘conductor’....Do what I am saying! The wealth of all your family is equivalent to my suit”, “You are useless”, “You are stupid”, “Your head is big for nothing but instead full of water”, and “You have not understood! Is it my problem? It is all about your mind. You are just a fool. It is because you have rust in your head”*, among others. The pre-service teachers were also critical of controlling, autocratic environments as demonstrated by the participants’ sentiments.

In the **South African case study** the same sentiments were replicated. Data revealed that participants identified some of the autocratic approaches as very dehumanizing. In Freire’s view (1978), the development of a democratic life requires critical engagement and occurs neither when some parties opt out silently, nor when those with the most power simply impose their views.

- **Lecture-centred approach**

Salazar (2013) states that a humanizing pedagogy must be grounded in the diversity of everyday life aimed at interrogating the human experience in the context of power, privilege and oppression to provoke action towards humanization and liberation. In essence Salazar insists that a learner-centred approach should be embraced to enhance learning in our institutions, as opposed to the teacher dominated approach that tends to stifle critical and creative thinking and which is synonymous with the banking system. For example in the **Kenyan case study** the pre-service teachers in three of their plays; group 1,3 and 4, depicted teachers who did not use any other method of teaching apart from lecturing to their students. Some read directly from their phones and books without really engaging the students thereby illustrating exactly what happens in most classes at university.

The same sentiments were expressed by the pre-service teachers in the **South African case study**. Overwhelmingly, participants identified the lecture-centred approach as an approach that does not help them to discover and develop their own voices but as an approach that treats them as vessels to be filled with knowledge from the lecturer. That is why it is important for students to experience education as something they do and not something done to them. They should not be treated as if they are empty vessels to be filled with facts or that they are vacant bank accounts to be filled with deposits from the required syllabus (Freire, 1993).

6.2.3.2 Divergent themes

In analysing pre-service teachers' dehumanizing experiences in both case studies, what I found different was that in Kenya, apart from the autocratic and lecture-centred approaches that were common in both cases, the pre-service teachers listed some of their lecturers' negative attitudes such as a lack of ethics, sexual harassment and a lack of adequate preparation as dehumanizing experiences that impacted teaching and learning negatively. In the South African case study the pre-service teachers highlighted discrimination based on race and colour as one of the major dehumanizing experiences they encountered in their classrooms.

In the Kenyan case study the pre-service teachers highlighted some of their lecturers' negative attitudes, lack of ethics, sexual harassment and lack of adequate preparation as dehumanizing experiences they had come across in their lecture rooms as follows:

- **Lecturers' negative attitude and lack of ethics**

Two of the Kenyan plays clearly depicted that some of the lecturers acted unprofessionally and always came to class with a negative attitude that did not please students at all. For instance group 1, presented a play that depicted a teacher who was unwilling to listen and even offer assistance to his students as he always referred them to the internet and the library. The written narratives indicated that such lecturers as pointed out by one of the informants in the reflection of their play "*are not interested in the content or how much content is absorbed by learners*". The participants pointed out that some lecturers come to class and instead of teaching they just start hurling insults and talking about issues that do not concern them at all. This consumes much of the learning time. Data revealed that participants perceived such approaches as being a waste of time and quite dehumanizing. They expressed this in several ways: "*Some very dehumanizing experiences are when a lecturer walks to class and the only thing he/she does is talk about their family issues and very many other stories taking half of the learning hours*", "*Some have a tendency of 'flossing' about their economic status saying how rich they are*", "*Some come to class bragging and giving unnecessary stories*", "*they talk about their families and the many foreign trips they have made, spend hours narrating to us how the university has not paid them their salaries and allowances and some even abscond their lessons for a better part of the semester citing non-payment of their salaries by the university for several months*", among others. The participants felt, to some extent, let down by some lecturers because they felt that instead of dealing with their primary objective of

teaching while in class, some of them spoke about personal issues that were not related to what they were supposed to cover.

- **Lack of adequate preparation**

For instance during the role plays, groups 1 and 4 depicted teachers who were quite unprepared in their coverage of the work and therefore did not want students to ask any questions. For example in group 1's play the teacher did not allow the his students to pose any questions and adamantly told his students that; *"You are in your 3rd year of study and stop behaving like you are in high school" you should therefore know "you are students and averagely you are supposed to read at least 200 pages every day"*. From the participants' reaction during their reflections, one could deduce that the teachers were not prepared for their lessons and that is why they took every opportunity to avoid questions and instead went on relating their personal stories most of the time.

- **Sexual harassment**

For instance during the focus group interviews one of the students in group 4 openly said, *"Some of the dehumanizing experiences are when answering questions in class a lecturer requests that you say your name as you respond to his questions. So as you are answering the questions he looks at the class list and notes your name and before you know it he has your contacts. So in the evening he will call your number and tell you that he has not seen your CAT marks only to realize you are in a fix. The next minute he will tell you if you want your CAT marks you should come so that we do what I said we do before you get your CAT marks. It is like he wants you to pay him through your body....."* Whereas another one in her written narrative wrote; *"Some lecturers seek sexual favours from the students for example a lecturer asks the class representative your admission number and comes to class pretending he has some information from your guardian and that you should see him after class. Only to realize you are getting yourself in some trap and if you don't comply he threatens you with not getting your marks at the end of the semester..."*

In the South African case study the pre-service teachers listed discrimination based on race and colour in their lecture rooms as very dehumanizing;

- **Discrimination based on race and colour in the classroom**

For example during the interviews one of the students in group II said; *"Most of the lecturers are Afrikaans and in most cases they have a tendency of using the Afrikaan language in class whereas*

not all of us understand the language. It doesn't make it any better when you realize that the other students who speak Afrikaans are treated better than some of us who are still struggling with learning English. In most cases some of us are considered weak academically and Afrikaans students are always considered the A-students and this to me is indeed dehumanizing." Another one supporting the same opinion said; *"My English is neither good nor perfect and it will never be good enough because it is not my home language. Sometimes when one talks the lecturer is always very keen waiting for an opportunity to blast you and many times looks at you as if you are damn and since I fear humiliation, I just zone off and decide to keep quiet in class."* Whereas another one with similar sentiments said; *"When we submit our assignments the lecturer just looks at your surname and that could earn you 50% and more or less. Sometimes assessment is based on race. If your surname sounds 'right' you earn yourself 50% and above but if it sounds like Xhosa then you are done."*

6.2.4 Pre-service Teachers' Recommendations

6.2.4.1 Common themes

Asiabaka (2008) contends that the primary purpose of the teaching and learning process is to bring about desirable changes in learners behaviour through critical thinking. This process does not take place in a vacuum, but rather in an environment structured to facilitate learning. What was highlighted by the pre-service teachers and what was a predominant view in the two case studies was that students expected lecturers to value their voice during lectures and create adequate opportunities for them to participate actively in all lectures.

- **Opportunities for classroom participation**

Student engagement is important and the lecturer remains at the forefront in advocating for such an enabling environment, but also being part of the whole learning process. In the long run this will promote critical thinking and creativity among his/her students. For instance, during the plays in **the Kenyan case study**, one of the students in group 4 pointed out clearly in their reflection that there is a need for the students to be allowed to *"make contributions since teaching and learning requires the cooperation of both the teacher and the students"*. The pre-service teachers were very open in their group reflections that they needed to be afforded opportunities for creativity, imagination and interaction during lessons since their primary objective when in class is to learn, experience and grow.

In the **South African case study** the same sentiments were highlighted by the pre-service teachers. “*We need to be engaged by our lecturers to make learning enjoyable and remove the tensions that exist between the students and the teacher.*” Micheletti (2010) contends that learning outcomes and behaviour are aspects of education which are largely influenced by teaching quality. A teacher has control over many factors that influence motivation, achievement and the behaviour of his students. Student participation is a vital component in the learning process which is a central concept in the educational model postulated by Freire.

6.2.4.2 Divergent themes

In analysing the pre-service teachers’ recommendations in both cases, what I found conflicting in the two case studies was that in Kenya the pre-service teachers recommended the inclusion of humanizing pedagogy in their modules, adherence to professional ethics by their lecturers and advocated for a mutual relationship between them and their lecturers. However in the South African case study the pre-service teachers advocated for the decolonization of the curriculum, and equal opportunity and fair treatment during lectures.

What I found different in the Kenyan case study was that the pre-service teachers advocated for the inclusion of humanizing pedagogy in their modules, adherence to professional ethics by their lecturers and advocated for a mutual relationship between them and their lecturers:

- **Inclusion of humanizing pedagogy in the modules**

On the inclusion of humanizing pedagogy in their learning modules data revealed that participants saw it as a noble idea. This was expressed in several ways: “*Humanizing pedagogy should be taught in teacher training colleges*”, “*The concept of humanizing pedagogy should be taught in our institutions as a course on its own to help nurture and bring up responsible pre-service teachers who will mould the future of this great country by applying the principles and practices of humanizing pedagogy in the field*”, “*Humanizing pedagogy should be introduced to instill good morals and humanizing experiences and lecturers should be trained on humanizing activities that promote humanizing experiences among students*”, “*Humanizing pedagogy should be emphasized in training systems at every level of teaching especially in universities*”, among others.

- **Adherence to professional ethics by the lecturers**

In this study I found that pre-service teachers felt that some of the lecturers did not adhere to their professional ethics and conduct. This was expressed by using several phrases: *“You see while in class he just talks about how expensive his suit is compared to mine and how expensive his phone is compared to the students’ phone, at some point he abuses students saying you are stupid you are a fool and that your head has rust”*, *“Some lecturers come to class and start talking about their welfare or their dealings with the university for example their non payment of their salaries by the university”*, *“Some use abusive language in trying to put us down or even just intimidating us”*, *“Some will come to class and just start reading their handouts, books or phones and do not want to be asked questions. If you dare ask a question you are met with abuses”*, *“Some when asked questions instead of responding positively they just start vomiting venom and hauling insults at us surely I find this disgusting and unprofessional”*, among others.

- **Mutual relationship between the lecturers and the students**

For example group 2 in their play depicted a concerned, caring and loving teacher who throughout her lesson the students showed concentration and gave her a lot of attention. The teacher enters the class and she says, *“How was your weekend?”* and when she concludes, she was eager to wish her students all the best *“Do have a nice week a head”* and during her lesson she demonstrated patience with her students and was ready to assist them to understand. Something the pre-service teachers highlighted in their reflection was that they felt loved and in their reflection they were free to say that they felt at home and that at least someone cared for them.

During the focus group interviews this came out strongly when the pre-service teachers advocated for a healthy mutual relationship between them and their lecturers as highlighted by the following viewpoints: *“Lecturer-student cooperation is just a priority. We want someone who we can look up to as our parent someone who is caring, approachable and very friendly”*, *“Their communication with us should be appealing and not full of obscene language”*, *“Lecturers should put on some smile and encourage friendship with students and not treat us like enemies”*, *“Some lecturers are so concerned with the welfare of the students and will make sure they help where they can and if possible”*, *“Some help us out when we have issues to do with our relationships, irresponsible sexual activities and even matters to do with drug abuse”*, among others.

In the South African case study the pre-service teachers were open and advocated for the decolonization of the curriculum, equal opportunity and fair treatment during lectures:

- **Decolonize the curriculum**

During the interviews it was evident that the participants wanted the curriculum to be decolonized. The participants expressed this by using several sentiments: *“Most of the modules are Western based. Well we appreciate all the good sources of information we get from them but we want to know about Osuntu, Oshaka, Ghana, Nigeria and even Kenya. The resources we are told to use like the data projectors and video clips cannot be found in the public schools and yet we are told we should use these resources in the field and yet the schools do not have the resources. Let us embrace what we have instead of aping the Western World”, “We need to decolonize the curriculum. We need to hear more of the African content and address issues that affect our people, our own history and our own value systems instead of adopting the Western Education”,* among others.

- **Equal opportunity and fair treatment during the Teaching Practice**

In this study the participants were very open and data revealed that they wanted to be given equal opportunities and fair treatment during the teaching practice. Participants expressed this using several viewpoints: *“Apparently humanizing pedagogy is in every module therefore the Faculty should practice what they say instead of propagating seeds of hatred and division, especially when send to schools for our teaching practice. We should be given the opportunity to be taken to schools of other environments not necessarily our own backyards after all by the end of the day we are all going to be teachers”, “The Faculty should give students a platform to experience different environments and see what happens in those other areas irrespective of our backgrounds, race or colour”, “The Faculty should not discriminate us. Some are known to go to private schools or privileged schools whereas some are just known to be taken to the public or township schools. We want equal opportunities and fair treatment irrespective of our race or colour”,* among others. It should be noted therefore that the lecturers’ attitudes and expectations, as well as their knowledge of how to incorporate the cultures, experiences and needs of their students into their teaching, have a significant influence on the quality of their students’ learning.

6.4 DISCUSSION OF KEY ISSUES

The comparative analysis of the two cases relating to how students perceive lecturers engagement with the humanizing pedagogy indicate that there are a number of commonalities in terms of perceptions, experiences and recommendations and a few differences relating to more what was missing in particular contexts. The commonalities between the two cases M (Kenya) and N (South Africa) in terms of how pre-service teachers perceive the humanizing pedagogy focus on active learner participation, the promotion of good teaching practices and the creation of a safe and friendly learning environment. Both Freire (1990) and Salazar (2013) highlight the importance of active learner participation through the use of creative approaches and dialogical engagement as key constituents of the humanizing pedagogy. For this to happen, however, a safe space needs to be provided so that students are free to express their ideas and viewpoints in a relaxed atmosphere.

A difference in their perceptions was that the students from case N (South Africa) also expressed the view that Ubuntu should be a prominent feature of the humanizing pedagogy. The African philosophy, relating to Ubuntu, expresses the view that *'I am because you are'*. Perhaps since the notion of Ubuntu is mentioned so often within the South African context, this may be the reason why students felt that it should be included. It may be a feature of Kenyan society, but could be conceptualized differently.

In terms of students' views on their own lecturers' engagement with a humanizing pedagogy the common themes indicate that some lecturers, in both cases, are providing opportunities for active student participation and are friendly and understanding, while others are autocratic and adopt a lecture-centred approach. In the Kenyan case (M) however, students also identified lecturers' knowledge content and concerns about students' welfare as humanizing, while in the South African case study students identified the home language classes in the indigenous language as an example of humanizing experiences at university.

Common dehumanizing experiences in both cases included lecturers' autocratic approaches to students and the adoption of lecturer centred teaching strategies as negative. In addition to these in case M students identified lecturers' negative attitudes and lack of ethics and sexual harassment as problematic, while the students in the South African case (N) felt that discrimination based on race and colour was dehumanizing. The latter challenge still tends to pose a problem in South

African universities as many of the older White lecturers from the apartheid era tend to discriminate against students of colour.

Recommendations proposed by the students included the importance of creating opportunities for classroom participation in both cases whilst the students from University M (Kenya) felt that the humanizing pedagogy should be included in university modules, lecturers should adhere to professional ethics and that there should be a mutual relationship between the lecturers and students. In addition to these the students from University N (South Africa) expressed the view that the curriculum needs to be decolonized so that African perspectives could feature more prominently and that all students irrespective of race and colour should be treated fairly. A noteworthy feature of the recommendations proposed indicates students concerns with the curricular that needed to be more democratized and inclusive to cater for multiple perspectives of reality.

It is clear from an analysis of the cases that students have lecturers who practice both humanizing and dehumanizing strategies within the context of the lecture room. The data generated from the various strategies (role plays and oral reflections, focused group interviews and written reflections), furthermore demonstrate that the students' interpretation of the humanizing pedagogy and their interrogation of issues relating to what constitutes humanizing experiences relate to both Freire and Salazar's perspectives that for meaningful learning to take place the lecturer needs to create trusting, caring relationships with students and place them at the centre of learning.

6.5 SUMMARY

This chapter focused on the common and divergent views of the pre-service teachers from the two institutions in Kenya and South Africa. The **common themes** highlighted by the pre-service teachers in this chapter included; opportunity to engage students in class activities, promoting good teaching practices and approaches, provision of a safe and friendly learning environment, friendly and understanding lecturers, autocratic approach towards students and lecture-centred approach espoused by lecturers. Whereas the **divergent themes** emanating from the data included; opportunities to promote 'ubuntu', adequate preparation and knowledge content, lecturers' concerns about students' welfare, native language classes, lecturers' negative attitude and lack of professional ethics, lack of adequate preparation, sexual harassment, discrimination based on race and colour in class, inclusion of a humanizing pedagogy in the modules, mutual relationship

between the lecturers and the students, equal opportunity and fair treatment during the teaching practice and decolonizing the curriculum.

A comparative study of the findings demonstrates that students from both University M and N have conceptualizations of the humanizing pedagogy that relate to those expressed by both Freire and Salazar.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this chapter the findings of the two case studies namely the Kenyan and South African cases focusing on *pre-service teachers' perceptions of lecturers' engagement with a humanizing pedagogy* are reviewed in relation to the research aim and objectives as outlined in chapter One.

The chapter also provides an outline of the main findings emerging from the study as a whole, implications of the study, proposed recommendations and conclusion.

7.2 OVERVIEW SUMMARY OF THE STUDY

The focus of this study was to examine the similarities and differences between Kenyan and South African pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy. In attempting to respond to the aim the following objectives were formulated:

- To examine pre-service teachers' perceptions of a humanizing pedagogy
- To identify and explore pre-service teachers' humanizing experiences in university lectures
- To identify and explore pre-service teachers dehumanizing experiences in university lectures
- To examine pre-service teachers' recommendations to promote a humanizing pedagogy in university lectures

7.3 SYNTHESIS OF RESEARCH FINDINGS ADDRESSING THE RESEARCH QUESTIONS

From the interviews and written narratives the participants were able to acknowledge that positive responses from their lecturers encourage them to participate even if their responses may not be completely correct. Their responses indicated that there are lecturers who are humane and eager to support students in a positive way. The participants also noted that student voice is very critical in active learning process. Salazar (2013) asserts that the fact that the lecturer is not an absolute authority on the subject, and the students are able to make their own valid contributions is very healthy. This reciprocal relationship helps the students and the lecturer overcome the alienation

from each other developed by traditional banking classrooms, where one-way monologue of lecturer-talk silences the students. The following are some of the main findings that emerged from the study as a whole in responding to the research questions:

7.3.1 What are pre-service teachers' perceptions of a humanizing pedagogy?

In both the Kenyan and South African cases pre-service teachers perceived the humanizing pedagogy as an approach which provided opportunities for active learner participation, the promotion of good teaching practices and approaches among lecturers and the provision of a safe and friendly learning environment. In addition to these the South African pre-service teachers identified Ubuntu as an important component of the humanizing pedagogy as it created a closer bond and relationship between the lecturer and his/her students.

7.3.2 What are pre-service teachers humanizing experiences in university lectures?

In both cases, pre-service teachers humanizing experiences within lectures included active student participation and friendly and understanding lecturers. In addition to these the Kenyan students highlighted adequate preparation on the part of the lecturer, good content knowledge and willingness to offer assistance as major hallmarks of humanizing experiences at university. South African students on the other hand identified being able to use one's home language in university contexts as a positive experience.

7.3.3 What are pre-service teachers dehumanizing experiences in university lectures?

Participants related that role plays participation afforded them the opportunity to highlight some of the common experiences they underwent during lectures which they discovered was imperative for both their learning and their practice as pre-service teachers. The participants felt to some extent let down by some of their lecturers because they felt that instead of dealing with their primary objective of teaching while in class some of them engaged in authoritarian tendencies leveraging their power in order to control their students and quite often dictating their classroom discussions. The participants highlighted intimidating voices or derogatory language that lecturers used to suppress them and indicated that some lecturers were not responsive to their concerns. Salazar (2011) contends in this regard that lecturers should be able to share their students' experiences and accept a more democratic and less authoritarian role, and know how to set up tasks that offer skillful supported instruction instead of dismissing their questions and using derogatory language

which does not elicit opinions from students. In their plays they depicted dehumanizing experiences which is typical of the banking concept of education such as: their lecturers' negative attitudes and lack of professional ethics, autocratic approaches, lecture-centred approaches and unfair treatment based on race and colour.

Dehumanising experiences in both cases included autocratic lecturers and lecture-centred approaches. The Kenyan case study also highlighted lecturers' negative attitudes, lack of ethics, sexual harassment and lack of adequate preparation as dehumanising experiences. On the other hand a major concern for South African pre-service teachers focused on racial discrimination within the lectures.

7.3.4 What recommendations do pre-service teachers propose to promote a humanizing pedagogy in university lectures?

In both cases the pre-service teachers expressed the view that although some lecturers tried to involve students in meaningful ways classes were predominantly lecturer-centred with limited opportunities for active student participation and engagement. A recommendation that predominated was that lecturers needed to implement more interactive approaches in their lectures so that students could be stimulated and engaged. In most cases, as identified by students from both countries, autocratic lecturers who adopted lecture-centred approaches stifled the students' creativity and critical thinking skills.

Kenyan pre-service teachers recommended that humanizing pedagogical principles be included in all modules, that lecturers adhere to professional ethics and that there should be a mutual relationship between lecturers and students. South African students in their recommendations highlighted the importance of decolonizing the curriculum so that marginalized voices could be included and that all students be treated equally and fairly and not discriminated against on the basis of race and colour.

As potential teachers in the process of becoming, the pre-service teachers need to embody the kind of practices and approaches that stimulate critical engagement amongst their learners and this should be learnt from their lecturers who should serve as role models. Kochar (1992) asserts that even the best curriculum and the most perfect syllabus are fruitless unless quickened to life by the right methods of teaching and the right kind of teachers. Humanizing pedagogy embodies the right

kind of teaching practices and approaches that stimulate creativity and critical engagement hence entails the right principles and practices as espoused by Salazar (2013).

7.4 IMPLICATIONS OF THE STUDY

The implications of the study are that although the students from both university M and N highlighted positive experiences within the context of their university lectures and felt that some of the lecturers adopted humanizing pedagogical principles, there were certain shortcomings that needed to be addressed to ensure optimum humanization at both institutions. These included amongst others:

- Lecturing approaches need to focus on the development of critical and creative skills
- Lecturing needs to focus on dialogical engagement so that lecturers can get to know their students better
- University curricular need to be adapted to cater for more humanizing experiences
- Lecturers need to build relationships with students based on trust which leads to humane treatment and ubuntu

7.5 RECOMMENDATIONS

The literature suggests that lecturers are often pushed into trying to drill learning into students according to some plan drawn up by others. The banking concept of education critiqued by Freire interferes with the democratic approach to teaching and learning and critical development of students since students develop authority-dependence which makes them subservient to their lecturers. Furthermore critical thinking and creativity are relatively limited in our institutions of higher learning. This study serves to highlight the importance of humanizing pedagogy in teacher training environments by affording pre-service teachers the opportunity to embody the kind of teaching practices and approaches that stimulate critical and creative thinking which is imperative for their own practice as potential teachers. If lecturers listen to their students and make concerted efforts to develop relationships built on trust, the students' self-esteem will be enhanced thereby contributing to their academic success.

Arising out of this study the following recommendations are proposed:

- Although education in South Africa and Kenya has undergone many changes in the past two decades teacher training programmes should focus on practices and approaches that stimulate critical thinking and creativity as recommended by the pre-service teachers.
- More specifically the pre-service teachers should be encouraged to form peer groups in which facilitated conversations can serve as a basis for meaningful discussions aimed at teacher development. These conversations could be used to prepare them in order to advocate for collaborative learning giving them a voice.
- The lecturers should foster a friendly and safe learning environment; aim to get to know their students on a personal level and build mutual relationships so that they can gain a better understanding of the students' backgrounds, socio-economic circumstances and their inherent talents.
- The inclusion of the humanizing pedagogy in Kenyan education modules at university level will be beneficial to pre-service teachers' pedagogical development as it will motivate them to explore teaching strategies that facilitate active learner participation and critical engagement in their teaching practice environments, as opposed to the teacher-dominated approach that tends to stifle critical and creative thinking.
- Decolonizing the curriculum is imperative within both the South African and Kenyan contexts if pre-service teachers are to embrace the richness of their own cultures and traditions and reflect on how these could be integrated into the curriculum so that teaching and learning could be relevant to their needs. A curriculum must be able to respond to the constraints of society and take cognizance of the fundamental issues affecting society at a given moment in time. The curriculum should be able to mould an individual into becoming an innovator and making him/her a job creator rather than a job seeker.
- Institutions of Higher education should not be trapped in the legacy of discriminatory practices and approaches but instead encourage 'ubuntu'. It is important for lecturers to embrace all their students positively and celebrate their uniqueness irrespective of their race, colour, class, ethnic origin, religion or sexual orientation. Learning should be conducted in an act of mutual dialogue as proposed by Freire. However for dialogue to be transformative it needs to be carried out in relations of love, mutual respect and trust which is in line with the principles of ubuntu. Students should not feel emotionally marginalized irrespective of their diverse

backgrounds. The lecturers should offer an alternative environment that seeks to build and enhance positive relationships.

7.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Recommendations for further research are that studies need to be conducted on the effectiveness of initial teacher education programmes in preparing pre-service teachers to espouse humanizing pedagogy as an approach to enhance teaching and learning within school contexts. Such studies will enable teacher educators to identify gaps in their teacher training programmes thereby motivating them to reflect on how best approaches such as the humanizing pedagogy could be incorporated in meaningful ways to facilitate effective and meaningful teaching and learning.

7.7 CONCLUSION

This study aimed to analyse and describe pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy. I have emerged from the experience in my roles as both participant and researcher, with renewed vitality and fresh insights into the value of advancing the humanizing pedagogy within both university and school contexts to facilitate teaching and learning. The analysis of the content of the role plays, focus group interviews and written narratives served to provide rich insights into students' personal experiences relating to their lecturers' engagement with a humanizing pedagogy. Through the experiences and insights gained it is clear that lecturers in institutions of higher education still have a long road to travel if they hope to humanize their teaching so that their students are able to rise above their circumstances, actualize their potentialities and feel valued for what they know and the experiences they bring to the university lecture room.

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APPENDICES:

APPENDIX I

INTRODUCTION LETTER (UNIVERSITY M IN ELDORET-KENYA)

THE DEAN SCHOOL OF EDUCATION,

MOI UNIVERSITY,

P.O BOX 3900-30100

ELDORET-KENYA.

Dear Sir,

RE: REQUEST TO CONDUCT MY M. Ed RESEARCH IN YOUR INSTITUTION

My name is Josphat Gamba Wafula a master's student at Nelson Mandela Metropolitan University-Faculty of Education (Research in Education). My study topic is **“An Arts-based comparative study of the Pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy”** under the supervision of Prof. Logamurthie Athiemoolam (NMMU-South Africa) and Prof. Marcella Mwaka (Moi University-Kenya). I hereby humbly request for permission to conduct a research study in your institution.

The study will be conducted among the 3rd year pre-service teachers in their intermediate phase. The data generation strategies will include; role plays, focus group interviews and written narratives. Specifically the study will be conducted to establish the Pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy. Significantly, the study will analyse the similarities and differences of Kenyan and South African pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy.

Your assistance in this regard will be highly valued and appreciated.

Yours sincerely,

M.Ed student: Josphat Gamba Wafula

No. S216877903

Cell: +254716652444

Email: jgamba20@yahoo.com

SUPERVISORS:

- Prof. Logamurthie Athiemoolam

Cell: +27769304556

Email: Logamurthie.Athiemoolam@nmmu.ac.za

- Prof. Marcella Mwaka

Cell: 0732016260

Email: mercellakm@yahoo.com

APPENDIX II

INTRODUCTION LETTER (UNIVERSITY N IN PORT ELIZABETH-SOUTH AFRICA)

THE DIRECTOR SCHOOL-ITE,
NELSON MANDELA METROPOLITAN UNIVERSITY-
PORT ELIZABETH-SOUTH AFRICA.

Dear Madam,

RE: REQUEST TO CONDUCT MY M. Ed RESEARCH IN YOUR INSTITUTION

My name is Josphat Gamba Wafula a master's student at Nelson Mandela Metropolitan University-Faculty of Education (Research in Education). My study topic is **“An Arts-based comparative study of the Pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy”** under the supervision of Prof. Logamurthie Athiemoolam (NMMU-South Africa) and Prof. Marcella Mwaka (Moi University-Kenya). I hereby humbly request for permission to conduct a research study in your institution.

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Your assistance in this regard will be highly valued and appreciated.

Yours sincerely,

M.Ed student: Josphat Gamba Wafula

No. S216877903

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SUPERVISORS:

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- Prof. Marcella Mwaka
Cell: 0732016260
Email: mercellakm@yahoo.com

APPENDIX III

INFORMED CONSENT

CONSENT TO PARTICIPATE IN FOCUS GROUP AND VIDEO RECORDINGS

You have been asked to participate in a focus group and video recording on Humanizing Pedagogy. The purpose of the group is to try and understand your perceptions of your lecturers' engagement with a humanizing pedagogy. The information learned in the focus groups will be used to identify the similarities and differences of Kenyan and South African pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy.

You can choose whether or not to participate in the focus group or the video recordings and stop at any time. Although the focus group will be video and audio recorded, your responses will remain anonymous and no names will be mentioned in the report.

There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speaks at a time in the group and that responses made by all participants be kept confidential.

I understand this information and agree to participate fully under the conditions stated above.

Signed:

Date:

.....

.....

PARTICIPANT LETTER OF INFORMATION

Dear Participant,

My name is Josphat Gamba Wafula and I am currently a master's student at Nelson Mandela Metropolitan University of the Republic of South Africa, faculty of education (Research in education). My study topic is “**An Arts-based comparative study of the Pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy**” under the supervision of Prof. Logamurthie Athiemoolam (South Africa) and Prof. Mervella Mwaka (Kenya). This letter serves to inform you of my research project, so that you can make an informed decision concerning your participation in this study, and that the findings can be re-used afterwards.

The data collection strategies will include; Role plays, focus group interviews and Document analysis (written narratives). Specifically the study will be conducted to establish the Pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy. Significantly, the study will analyse the similarities and differences of Kenyan and South African pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy. The pre-service teachers will be required to take part in written narratives; a role play of 5-10 min and thereafter a focus group interview of 15-20 min. In line with the ethical guidelines of Moi University Research Ethics Committee and Ministry of Higher Education, Science and Technology National Council for Science and Technology, participation in this research is voluntary with full anonymity and confidentiality. You are free to withdraw from the research study at any time for any reason without penalty.

There will be no personal identification details requested during the video recordings, written narratives and the interview. However, you will be asked to use your own preferred pseudo name during the video recordings and interview to ensure anonymity at all times. For easy and accurate recording of interview data, a voice recorder will be used in addition to note taking. If you agree to participate in this research project, complete and sign an informed consent form attached to this letter. If you have any questions regarding this research study, please feel free to contact

My supervisors:

- Prof. Logan Athiemoolam.Tel:+2741/5042367

Email:Logamurthie.Athiemoolam@nmmu.ac.za

- Prof. MercellaKyalo.cell: 0732016260

Email:mercellakm@yahoo.com

Thank you for your time and consideration.

Yours sincerely,

Josphat Gamba Wafula (M.Ed student)

Iagree to take part in the study.

Signature.....Date.....

APPENDIX IV

ORAL INFORMATION GIVEN TO PARTICIPANTS

My study topic is “**An Arts-based comparative study of the Pre-service teachers’ perceptions of the lecturers’ engagement with a humanizing pedagogy**” under the supervision of Prof. Logamurthie Athiemoolam (NMMU-South Africa) and Prof. Mercella Mwaka (Moi University-Kenya). This letter serves to inform you of my research project, so that you can make an informed decision concerning your participation in this study. The data collection strategies will include; Role plays, written narratives and focus group interviews. Specifically the study will be conducted to establish your perceptions of the lecturers’ engagement with a humanizing pedagogy. Significantly, the study aims to analyse the similarities and differences of Kenyan and South African pre-service teachers’ perceptions of the lecturers’ engagement with a humanising pedagogy. You will be required to take part in a written narrative on humanizing pedagogy, a role play of 5-10 min and focus group interviews of 15-20 minutes. Thank you for listening.

APPENDIX V

ROLE PLAY PROMPT

- How do you perceive your lecturers' engagement with a humanising pedagogy?
- Come up with artistic scenes (role plays) depicting some of the humanising or dehumanising experiences you go through during your lecturers' delivery of their modules in your classes.
- Do not worry about the perfection of your role plays. All that is needed is a picture that shows some of the humanising pedagogical practices and approaches espoused by your lecturers during delivery of their modules or some of the dehumanising experiences you go through during this time.

Reflection exercise

- Thereafter talk about the issues emerging and why you think they are critical, and give recommendations on how to promote a humanising pedagogy in the Faculty of Education.

APPENDIX VI

FOCUS GROUP INTERVIEW GUIDE

Engagement questions

- 1) What do you understand by humanizing pedagogy?
- 2) What are your perceptions of a humanizing pedagogy?
- 3) What are some of the dehumanizing practices experiences in your classrooms?
- 4) What are your recommendations that the lecturers should do to promote a humanizing pedagogy?

Exploring questions

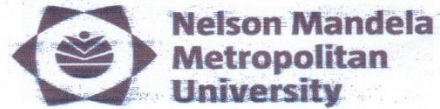
- 5) How do you perceive your role as a humanizing teacher?
- 6) How do the lecturers' humanizing pedagogical practices motivate you in imbibing them?
- 7) How do the pedagogies that lecturers use influence your own outlook to teaching?

Exit question

- 8) Is there anything else you would like to say about humanizing or dehumanizing practices in your classroom?

APPENDIX VII

ETHICS LETTER FROM UNIVERSITY N IN PORT ELIZABETH-SOUTH AFRICA



**Nelson Mandela
Metropolitan
University**

for tomorrow

FACULTY OF EDUCATION

Tel . +27 (0)41 504 4568

Fax. +27 (0)41 504 1986

16 August 2016
Dr L Athiemoolam / Mr J Wafula
Education Faculty
NMMU

Dear Mr Wafula

An arts-based comparative study of pre-service teachers' perceptions of their lecturers' engagement with a humanizing pedagogy.

Your above-entitled application for ethics approval was approved by the Faculty Research, Technology and Innovation Committee of Education (ERTIC) at the meeting held on 2 August 2016.

We take pleasure in informing you that the application was approved by the Committee.
The ethics clearance reference number is **H16-EDU-ERE-017**.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J Hay'.

Ms J Hay
Secretary: ERTIC

ETHICS LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION-KENYA TO CONDUCT RESEARCH IN (UNIVERSITY M IN ELDORET-KENYA)



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/51349/15155**

Date:
22nd December, 2016

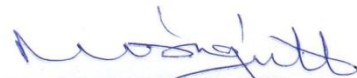
Josphat Gamba Wafula
Nelson Mandela Metropolitan University
SOUTH AFRICA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An arts-based comparative study of the pre-service teachers' perceptions of the lecturers' engagement with a humanizing pedagogy.*" I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for the period ending **22nd December, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin-Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin-Gishu County.

The County Director of Education
Uasin-Gishu County.

APPENDIX VIII

ROLE PLAY TRANSCRIPTIONS

TRANSCRIPTS OF ROLE PLAYS OF UNIVERSITY M IN ELDORET –KENYA

GROUP 1

(Based on a dehumanizing experience)

Teacher: Last time we talked about class differences advanced by proponent Carl Max who is a German. We will also have the construction theory as the course progresses. Any question?

Student: But sir you have not given us any notes.

Teacher: No you are in campus. At campus that is not what am supposed to do. Am only supposed to give you 20%

Student: But Sir where do we get the notes-knowledge you say you can't give us the notes.

Teacher: You have the library and the internet to carry out your own research. That's not my work. I have already given you nine theories you have to look for.

Student: I have a question, you talk of the library but when we get to the library which books are we going to look for? You have talked about theories and yet you have not given us any direction on the type of book we are supposed to read.

Teacher: But you are students and as students averagely you are supposed to read at least 200 pages every day hence you should go to the library and carry out your own research. Which other books do you want? There are plenty of books in the library you should not ask your questions here.

Student: But Sir how can one read 200 pages every day?

Teacher: No you are students and that's your work, 20% for me and 80% for you.

Student: Excuse me Sir you just given us the definition and we have not heard about structuralism, co structuralism-you not even explaining what ethical theory is all about.

Teacher: The course itself is about ethical theory that's what you went through while in 1st year you are now in 3rd year and therefore you should know what it is all about. That is not what I am supposed to do and that's why I said as a student you should carry out your own research. Do you have any other concern?

Students: Have a nice day Sir! (*They seem to say it sarcastically in order to allow him go*).

REFLECTION

One of the students: In our play we have been trying to depict one of the dehumanizing experiences we go through at the university. This is where lecturers do not care at all neither are they interested in the content or how much content is absorbed by learners instead they delegate most of the work to students leaving us to work on our own. Some things are quite technical and require some guides at least to make things known to us and at least give us some direction on how to go about some of the things they are teaching but in most cases instead they just leave us like that without any direction. They just give you sub-titles and titles then they stop from there leaving you just like that.

GROUP 2

(Based on a humanizing experience)

Teacher: How was your weekend?

Students: It was awesome.

Teacher: All in all in our previous lecture I gave an assignment to further on deices and types of deices. So we had said previously deices is a technical term that is aimed at things we do with utterances. So can someone please remind us what addictive expression is?

Student: Addictive expression is an expression used to indicate direction.

Teacher: Good child but that is not the answer. However, good attempt. Someone please.

Student: I think addictive expression is an expression used to accomplish pointing.

Teacher: Yea as she says addictive expression is used to accomplish pointing. So today we are going to be tackling types of deices. There are 3 types of deices; there is temporal deices, spatial

deices and personal deices. Personal deices are expressions that are used to indicate personal people for example I and we; Spatial deices are expressions that are used to indicate location for example here and there and Temporal deices are expressions that are used to indicate time for now and then. So, any question up to there?

Student: Excuse me madam I have not understood the part of spatial deices.

Teacher: Okay I am here to make you understand everything step by step So I will repeat spatial deices are expressions that indicate locations for example here and there and to add on that these spatial deices in the perspective of the place or the indicators here and there can be fixed in the mentally as well as physically. So have you understood?

Students: Yes

Teacher: Thank you and do have a nice weekend. Have a nice weekend and next week we will be tackling imprecators and types of imprecators.

REFLECTION:

One of the students: Our play revolved around humanizing pedagogy and as you were able to see the teacher was so concerned and cared about the students whenever she responded to the students for example when she said “that is not the answer however good attempt”. From this kind of approach we see a teacher who is loving and very approachable. We see this is a very encouraging situation for the student because the student will go saying at least I tried and I was never rebuked as such. Psychologically this encourages some of us very much. Secondly the teacher was so caring and concerned with how we were doing when she came in class as well as when leaving the class she remembered to wish us a nice weekend unlike others who care less. Thank you very much.

GROUP 3

(Based on a dehumanizing experience)

(Teacher walks in class looking at his phone as he walks around)

Students: Good morning Sir?

Teacher: Did I hear someone say sir? Why don't you address me as per my title. I am Professor Amlet. So today we are going to learn about theatrical science in the same book we were reading –that is Betrayal in the city and I hope you have read the book.

Student: But sir you did not even give us time to read the book.

Teacher: What kind of time do you need when you have 24hours the same time I have and me I have read the book. What is wrong with you people or you have forgotten you are campus students. Do you think you are in form one. This is a university. We have one hour left therefore can you write this down. The first theme is dictatorship. No need for me to explain you know the definition because you have read the book. After all you have the library around here.

Student: Kindly Sir just give us a brief definition of the word dictatorship.

Teacher: Of what? I guess you are a fool like your father. I am here to guide you and not teach you and you feel you cannot then change your profession and be a “conductor” there. Another theme is betrayal. In your own time you have to explain these themes. Okay? I might check your books tomorrow don't mind and then you can add others after all you have the library.

Student: Is that an assignment sir?

Teacher: It is your work. That is an assignment-a CAT and you don't know when I will collect, could be tomorrow or anytime. *Then suddenly a phone rings.* Whose phone is that? You want to show us how poor you are exposing your cheap 2000 China phone. Anyway you see this phone (*displaying his phone*). This phone is worth kshs. 60,000 an equivalent of your whole semester fees. Don't brag. And you (*pointing at another student*) look at your cheap suit. You see this suit of mine is worth the wealth of your entire family. My friend work hard or you die poor the way you are.

Student: Sir I haven't understood anything up to now.

Teacher: You have not understood. Is it my problem or....it is your mind. Okay. You are just another fool.

Student: Excuse me sir are you teaching us or just telling us stories?

Teacher: What do you mean?

Student: Because I didn't get anything.

Teacher: It is because you have rust in your brain. Have a good day.

REFLECTION:

One of the students: You see our lecturer who is our very able lecturer comes to class and doesn't even care greet us. He just starts teaching us giving us titles and sub-titles and finally insists we should go and research. You can even see while in class he is just talking about how expensive his phone is compared to the student's phone. He talks about how expensive his suit is in comparison to mine. He can't even answer students' questions he just abuses the students for example when he says –you are stupid like your father. Such sentiments demoralize students and make them loose focus in their learning resulting in their failing of some courses terribly.

GROUP 4

(Based on a dehumanizing experience)

PART 1

Teacher: Good afternoon?

Student: Good afternoon Sir.

Teacher: Okay today we are going to look at PDF110 and students if today am taken back to high school and asked to choose my career, I will still choose to be a teacher. You must learn to like your profession but you see the tragedy of our universities today is that we produce imbeciles individuals who do not fit to be teachers at all. These are what we can call campus crammers and...where is the class rep? Okay last time in our...do you all have the copies of my book?

Students: Yes

Teacher: Let me check. Class rep did you ensure that all the numbers have their notes? (*going round the class as he checks students' books*)

Class rep: Yes

Teacher: Some members are missing chapter six is it.....

Student: But sir your notes are like that...

Class rep: Because of the photocopier

Teacher: That photocopier knows no philosophy. So that is why he cannot know whether all the notes are intact. Have you checked your emails?

Students: Yes

Teacher: Let me tell you, that photocopier whenever I give you all my notes make sure you print out everything because am very sure that 99% of all your work at the end of the semester you still have all the notes but you cannot answer the questions. I also want the class rep to ensure those who have regularly been missing my class will not sit for their CAT and once you miss the CAT you will not seat for your end of semester exams. (*Then suddenly a phone rings*)....students you must learn to switch off your phones...you see mine even if the president called I will not pick because I respect my profession and I know my mandate as a lecturer is to concentrate on my work devotedly without any distraction and really students use your work and time properly when you go to your rooms. I know today is Friday and most of you will go for exile.

Student: Excuse me sir I think today we came here to learn but you actually just giving us stories.

Teacher: Okay this is philosophy and if you have not gotten what I have told you then I want you to know that philosophy is all about experiences and what I have told you is purely philosophy. Do you have course outlines?

Students: Yes

Teacher: What I have just given you are examples....you know when answering philosophy questions you must use real life experiences. So all that I have given you is purely an explanation of what is in your notes and let me tell you those notes that you have are not borrowed from anywhere I wrote them from my mind off head so you must learn to be critical thinkers don't depend on what the lecturers give you. It is actually a small percentage by the way.

Student: Excuse me sir which topic are we doing today?

Teacher: Let me hope all of you ...you do not have to...you have to pay attention. Right is that okay? I will be giving you a CAT I will talk to the class rep and you will be informed on when to sit for the CAT and if you have been missing my class you will not sit for my CAT.....

PART II

(Based on a humanizing experience)

(The following is a phone conversation taking place in class apparently we are able to see the class rep but the teacher is not visible here. Perhaps it is assumed the teacher is calling from somewhere....)

Teacher: Hallo! Yes... are you the class rep?

Class rep: Yes Sir

Teacher: There is a student in your class who after sharing with him I learnt that he is an orphan but unfortunately I do not have his details.

Class rep: Okay I think I can get his details sir.

Teacher: Okay make sure you get me his details before the end of the day because he needed some financial assistance and I have someone who can assist him by offering some sponsorship.

Class rep: That is very nice sir I will communicate to you his details

Teacher: Okay thank you, I will appreciate.

REFLECTION:

One of the students: So the first part was actually a dehumanizing part and the second part was humane. In the first scene we were actually bringing out a scenario whereby a lecturer is not accommodative. It is not that the lecturer cannot do his work properly but there is no linkage between the teacher and the students. He does not give room for student participation. We all know that teaching and learning requires the cooperation of both the teacher and the students. Here there is no collaboration between the teacher and the students. The second part we are talking about humanizing part...we have lecturers who show parental love to their students whenever they have

issues especially with finances. Some lecturers will go an extra mile by even sourcing funds to finance students' education and some give out money to acquire personal effects for students.

TRANSCRIPTIONS OF ROLE PLAYS IN UNIVERSITY N PORT ELIZABETH-SOUTH AFRICA

GROUP 1

(Based on a dehumanizing experience)

Teacher: Right people I am looking forward to your pleasant case studies for the Tanzania's sizuziki lesson plan. First group please can you hurry, please hurry.

Student 1: Okay good morning everyone! This is my group and we look forward to have four interesting themes and a lesson plan on the sizuziki lesson plans.

Teacher: Why are you late!?

Student 4: Sorry mum I am only five minutes late.

Teacher: Time to crush. You know you are supposed to be here 25 minutes before time.

Student 4: But mum I had not eaten anything.

Teacher: Aaakh okay! Just sit down. (*Gesturing to the other group*) please continue.

Student 1: Okay this is what we had in mind for our lesson plan.

Teacher: (*Shouting*) What are the boxes for? I told you they should be twenty five.

Student 1: But mum we did try to contact you through the E-mail concerning that.

Student 2: I tried to write to you but you didn't respond.

Student 3: Mum I was also at your office and you said I should go and work at the university.

Teacher: (*At the top of her voice*) Just listen all you people do is complaining. You can't think for yourselves. How am I supposed to deal with that if you bother me?

Student: But mum Malve and I tried to contact you but you were unable to answer.

Teacher: What do you mean you don't understand I gave you clear instructions and almost spend five minutes explaining to you guys. I also gave you 50 pages on different dates of January.

Students: But mum we just didn't understand what to do.

Teacher: Just listen to yourself guys. Can you just understand!?! You are seven years old here.

Student 4: (*crying*) Madam you are rude.

Teacher: Please sit down. Next group!

REFLECTIONS

Student: So basically you guys did see that this is not a proper way how to approach humanizing pedagogy and what we said she lacked was that she didn't pay attention to us even when we were struggling to give an explanation to her. She couldn't relate with us because she was not present at all and she didn't even make any effort to get along with us at all. She had no respect for us at all she even made one of us to cry and even made it worse by ignoring all our cries. She didn't give us the opportunity to engage or dialogue even when we went to her office she didn't give us the opportunity to ask questions.

GROUP 2

Part I

(Based on a dehumanizing experience)

Teacher: (*A teacher walks in class pulling her chair on the floor and there's noise everywhere she proceeds to sit down on the same chair*) Okay class am not going to say good morning I am just going to talk about my stuff. I am not very good at English but I am going to teach you how to teach English. I am going to sit here in front and read from the slides and therefore you should be able to do your job. I am a mathematics professor with 17 degrees. Bush why don't you help me have the videos after all it is like reading from a text book. Do you see how boring this picture is? Who has a text book?

Student: Sorry mum what text book are you talking about.

Teacher: Okay now the text book you see here has all the work in. You see it is all here.

Student: You said you are teaching us and we can't even save ourselves.

Teacher: Aaaaaah!

REFLECTIONS

Student: You all saw our lecturer. She came in class late, very moody and never even wanted to greet us. She just didn't have a lesson plan and all the time talked to herself. We could not even hear her. She only carried a study guide when coming to class. She had no text book and did not engage the students in the discussion at any time. We want to be engaged by our lecturers so that we can enjoy learning and remove tensions that exist between us and the lecturers.

Part II

(Based on a humanizing experience)

Teacher: Morning class! How are you today?

Student: Morning sir.

Teacher: I tried to call you last night but I was held up in my office and I just thought to leave it that way. *(Some students walk in)*. Yes come in come in. How are you is everything alright there?

Students: It's so much better sir. Thank you so much for loving my E-mail.

Teacher: Right this morning we will be having a few reflections and we will have one more presentation. I hope you all understand that. If you have any problem or queries you should come to see me in my office. You can even use my address or even my email address is there or I can even give you my residential address. Otherwise do have a nice day!

Students: *(With excitement)* Thank you sir!

REFLECTIONS

Student: We felt relaxed and welcome. Our lecturer engaged us and we felt appreciated and acknowledged our assistance and everyone is important. We learnt a lot because we were able to understand that there are several approaches to teaching and that can make students eager to learn.

GROUP THREE

(Based on a dehumanizing experience)

Teacher: *(A teacher walks in very tired and takes a lot of time to start her lesson. She starts by taking water and then hands over a list. As she starts talking some students walk in and others are listening to their music from their phones) Eehh you what are you doing? Sit and be quiet! (She continues shouting) You what did I say. Sit be quiet! (Students start leaving the class one by one. She goes on reading her notes from the text books and does not even look at the class until she realizes that the class is empty and that she is only left with one student and that's when she decides to end her lesson).*

REFLECTIONS

Student: The lecturer was so dehumanizing and very arrogant and she kept on shouting at students leaving them confused until students started walking out of her class one by one. The students found her class very boring and not accommodating enough. She continued reading her notes only to realize she had been left alone. Students need to be engaged for learning to take place and they need not be shouted at or humiliated by their teachers.

GROUP 4

(Based on a humanizing experience)

Teacher: Good morning class!

Students: Good morning sir!

Teacher: How are you today?

Students: We are fine and you?

Teacher: I am good and fine. Today we are going to talk about the acts of Freire. Do you guys have some experiences in school that contradicts the Humanizing Pedagogy? Do we have anybody with such experiences?

Student 1: Some teachers are so dehumanizing especially when they are involved in the act of beating their students and canning them on daily basis.

Teacher: (*Saying it sarcastically*). That reminds me of my school! My first experience was bad. I was canned until I thought of dropping out of school. Do you remember Freire says that teachers at times tend to go back to the banking concept because it is easy?

Student 2: Sometimes you just sit there and the teacher goes on talking and talking. As students we just keep on listening to nothing since there is actually no learning taking place in the minds of many of us since sometimes you just don't understand anything. Some teachers come to class without any lesson plan at all.

Teacher: You know the banking concept views students as empty vessels. Any other bad experience?

Student 3: Some teachers do not want to share anything with students. They just want you to sit there and listen and anytime you ask a question, you are always shouted at or just demoralized and you can't dare ask any question at all.

Teacher: Yes. That is a good observation. Do you have any other experience that contradicts Freire's model of teaching and learning? Okay that brings us to the end of our lesson today. Thank you and stay out of trouble.

REFLECTIONS

Student: The lecturer is interacting and he allows student-participation in his discussions unlike some who do not care at all. You actually feel he is trying to know you and bring you closer making us feel very comfortable and relaxed hence that is why many students kept taking part in the discussions positively. So the approach of a teacher is very important since one could be handling same learners but because you are doing things differently and engaging them at different levels, you make them feel appreciated and arouse their attention making learning enjoyable.

APPENDIX IX

WRITTEN NARRATIVES: EXAMPLES

Reflection on Humanising Pedagogy

Humanising Pedagogy to me is a way of teaching that is suitable for everyone. By saying this I mean that in the process of teaching, teachers and learners should be in an environment that they can feel comfortable but respecting each other.

To me humanising pedagogy is when there is "Ubuntu" in the process, where people take care of each other and they have a good relationship with each other.

Humanising pedagogy requires teachers to assist the learners to come out of the box of stereotypes and the negativity that comes from outside, so that they can be good citizen. I think humanising pedagogy encourages teachers to maintain and decrease social inequalities.

I also think that social justice is part of the humanising pedagogy if it doesn't mean the same thing. This means that in the humanising pedagogy we are taught to be

HUMANIZING PEDAGOGY.

Humanizing means to make human, to give as cause to have the fundamental properties of a human. Pedagogy refers to the activity of educating, teaching or instructing. It is thus the profession of teaching.

Humanizing pedagogy is a kind of teaching technique which advocates for the interaction between the teacher and his learners during or across when there is learning process. This is where the students are involved in a dialogue ^{with} ~~between~~ the lecturer. When we look at the university level, the methods involved or employed in teaching the learners are not really worth it.

There are some dehumanizing aspects of lecturers whereby they tend not to employ the correct methods of teaching. For example, the use of a lecture method which is mostly used by most lecturers. We find that some lecturers just come into class, deliver the content through giving out of notes without explaining and thus do not care if the learners have understood what he or she has taught most especially they don't even care to ask whether the learners have understood or not or to they never care to give them a chance to explain themselves or give out feedback based on their own perceptions.

The humanizing pedagogy should be promoted thus lecturers should try and employ positive methods of teaching the learners and they should try and put their learners interest at heart so as to try and benefit their learners.

Humanizing pedagogy

In humanizing pedagogy the purposes of education are to extend humanity through opportunities for creativity, imagination and interaction with others and the world.

Teachers should encourage and practice Ubuntu in order to create a good relationship among learners, so that they can start borrowing things from each other. Through the practice of Ubuntu there will be mutual relationship between learners.

The learning in order for it to be effective, it requires both teachers and learners to have a respect and interest. Through respect learners will be able to interact with each other without conflict because you through respect you get love.

Teachers need to provide safe space for learners that means allowing them to think and have a say in the classroom decision-making. The classroom itself must be environmental friendly it must be suitable for disabled learners.

A teacher need to treat every child in his/her class as individuals, because they are different in terms of physical and social background. Taking into account the diverse needs of learners is crucial for successful teaching & learning to take place.

Pedagogy can be referred to the activities that are used by teachers in instructing their learners. They are the different techniques that teachers use in their teaching environment. One of the pedagogy is that of humanism

Humanism can be defined as a problem based technique that is used in the interaction of learners by teachers. It involves a lot of participation by the learners in teaching sessions. Most of the times the techniques employed by some teachers are suitable for the development of learner skills at school. Some methods like a teacher can be teaching a topic like structuralism in critical theory, it is kind of a complex topic for learners to understand and so according to what I have learnt here in Moi University, lecturers who teach this course are not so much in a position to make it well understood. Learners at times do not even understand the meaning of the theory of structuralism but instead of clarifying the points to the learner the lecturer will tell them to go and do a research for themselves. He/she doesn't care whether the learners will get it in the Internet or in the books. This becomes a limitation to learners since they view it as burdensome work of which was supposed to be done by the teacher.

At another instance, the learners are not even allowed to ask any questions since lecturers do not want to be bothered by the learners. In this process some learners lose confidence in their learning and they end up not producing the best results as expected.

Humanizing Pedagogy

To me humanizing pedagogy means that we should all be equal because no matter what our social background is we are all human. It means that we should create an environment so that the learners can feel free, safe and comfortable with one another. Teachers must promote respect in the classroom. ✓

I think that issues like teachers who are bias, prejudice and tend to assume things about others should find strategies to improve their behaviour because this behaviour might be harmful to the learners. Discrimination plays a big role in schools as well as the democratic rights of learners. I think that learners should feel free to voice their opinions on various matters at school without feeling trapped. ✓

I think that the humanizing pedagogy has a lot to do with ubuntu and one's relationship with others. It is also how you see others and how you feel about others. It is important to see all people as people and not like objects. See people the way you want them to see you. Treat people the way you want

Humanising Pedagogical experiences
A teacher gives the student good attention. This is a good way of teaching the student in that they will be free with the teacher or the lecturer. Students can ask the teacher questions in areas where they have not understood. The teacher also can correct the learners in a good way without insulting them in areas they have made mistakes like in the following conversation between the teacher and students during lesson.

Teacher: Goodmorning

Students: Goodmorning.

Teacher: We will learn about relative clause.
What is a relative clause?

Student: It is an independent clause.

Teacher: You have try but that is not the correct answer.

Teacher: Anyone who has not understood what we have learn about relative clause?

If all teachers or lecturers emulate this ^{type} ~~type~~ of pedagogy then the learner or students will enjoy being in school and will be motivated to be attending lessons since the environment there is good for them to learn.

Dehumanising experience:

In this experience the teacher doesn't mind about the welfare of the students. A teacher or lecturer can come to class for a lesson and just reads what he/she had prepared for the day without explaining