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Magcayi, Sincedise

2022

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Magcayi, Sincedise. (2023). South Africa's Basic Education Curriculum and Social Transformation of Learners in Underdeveloped Communities [Master's dissertation, University of the Witwatersrand, Johannesburg]. WireDSpace.https://hdl.handle.net/10539/40238

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South Africa's Basic Education Curriculum and Social Transformation of Learners in Underdeveloped Communities

By Sincedise Magcayi

(Student number: 847894)

A research report submitted in partial fulfilment of the academic requirements for the degree of Master of Management at the Wits School of Governance in the Faculty of Commerce, Law and Management

Supervisor: Dr Ruth Murambadoro

Declaration

I, Sincedise Magcayi, declare that my research entitled 'South Africa's Basic Education Curriculum and Social Transformation of Learners in Underdeveloped Communities' is my own work, and I was working under the supervision of Dr Ruth Murambadoro. The ideas contained in the report are mine. The project does not involve other person's writing, unless particularly acknowledged through referencing. This project does not contain texts, graphics or tables copied and pasted from the internet. In addition, I declare that this report has not been submitted to Wits University or other universities for any degree purpose before.

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_____

S. Magcayi. Date

Acknowledgements

I would like to express my sincerest appreciation and utmost gratitude to the following people:

My supervisor, Dr Ruth Murambadoro for her meticulous and continuous guidance, and support throughout this research completion. It was never an easy journey for me to reach this milestone. However, she was very patient with me. Thank you very much Dr Ruth.

The teachers who gave their valuable time and availed themselves to participate in this study, thank you so much colleagues!

The Gauteng Department of Education for funding my qualification, and for allowing me to conduct research in their school. Thank you.

Dedication

I dedicate this research report to:

My late father Mzingisi Magcayi and my late sister Fikiswa Magcayi who both believed in me and had always wanted to see the best in me. I commenced this research project in your presence and completed it in your absence. It is unfortunate that you are no longer here with me physically anymore. Nevertheless, I trust and believe that you are with me spiritually. May your souls continue to rest in peace!

Abstract

Several studies on curriculum and social transformation in the basic education sector indicate that there is inadequate research on how education, through curriculum policy, can be instrumental in fostering social change among learners from underdeveloped communities. This research explored education policy and its contribution to social transformation, looking into ways in which teachers teach civic values to children in underdeveloped settings. Making use of qualitative research methods the study engaged with Life Skills (LS) and Life Orientation (LO) teachers from Phumelela Primary School based in Sicelo community of Meyerton in Gauteng, as a case study to understand the effect of South Africa's education policy in fostering social transformation through the curriculum. A total of fourteen LS and LO teachers were sampled to participate in focus group discussion as means to obtain primary data around the subject. Research findings indicate that varying pedagogies are being used by teachers to transmit civic values such as respect, social cohesion and morality. However, these are not easy to coordinate because of the complexity of the learning environment and backgrounds that learners emanate from. Instead, pedagogic strategies can be used conditionally as learners are different. While teachers use pedagogies in their teachings, government and local communities remain key stakeholders that need to assist in the teaching of civic values, and in the social transformation process of learners.

Key words: Civic values, social transformation, curriculum

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Chapter 1: Introduction and Study Overview

1.1 Introduction

For many decades, policy studies in the field of basic education have been dominated by neoliberal ideologies of skills development as reflected in curricula design and implementation of different countries in the world, to produce workers that can work in the industries. In the 20th and 21st centuries, there has been a rapid change on code of conduct for teachers and for learners. In South Africa, the South African Council of Educators (SACE) institutes and supports teachers' code of conduct. There has also been development of new subjects essential for generations of these centuries, and indorsement of human rights and children's rights into the curricular (Juta, 2017). It is only in the recent years, around 2000s, that policy studies with specific focus on learner behaviour in primary schools have drawn attention in South Africa. However, behavioural theories have been there for centuries. The birth of democracy in SA saw the introduction of the National Education Policy Act 27 of 1996, which specifies the abolishment of the corporal punishment in primary schools and other public schools in all levels, as one educational and social change in society. Some of the changes established since the democratic transition of 1994 include skills production and curricular reform to suit democratic values and standards of the country (Jansen, 2004, Lelliott, Mwakapenda, Doidge, du Plessis, Mhlolo, Msimanga, Mundalamo, Nakedi & Bowie, 2009, Mpofu, 2018).

However, the government has to keep its promises in the national policy because children in underdeveloped communities, predominantly occupied by black people still experience a segregated lifestyle marked by poverty, homelessness and limited educational resources (Jansen, 2004, Themane, 2019). The challenging backgrounds of black learners has contributed to reports of disruptive behaviour in schools and classrooms which interrupts curriculum delivery that can cultivate better outcomes in their life prospects. Even though learners, children or teenagers have propensity to misbehave to certain extent, it becomes problematic when it impedes policy implementation and change in society through schooling. Wadesango, Chabaya, Rembe and Muhuru (2011) highlight that children's ill behaviour is caused, among other causes, by social effects which include the environment they grow up in,

poverty, lack of care and love from home, and other situations they grow under (Blignaut, 2009, DBE, 2011, Motala, 2017).

Education has become a central space for fostering civic values among children, even though there is limited writings to depict its potential and ways to harness it. Steyn, Schuld and Hartell (2012) acknowledge that education plays a fundamental role in developing learners through teaching of civic values such as respect, humility, and responsibility because of the interactions that learners have with different actors who can mould their behaviour. This socializes them to become responsible citizens that can contribute to building cohesive societies principled on humane values (DBE, 2011, Desjardins, 2015). Volman, Karssen, Emmelot and Heemskerk (2020) add that basic education policy, since it feeds into curricular development and enactment, should underpin reforms in society for quality education, social change, knowledge and skills production, and it should enable democratic participation in varying social contexts across the globe (Hughes & Lewis, 2020, Leeman, Nieveen, de Beer & van der Steen 2020, Miles 2020, Wahlstrom 2020).

Worldwide, civic values are foundations of education and they are informed by human rights with the aim of achieving shared public 'good' or acceptable principles for all in society (Sporre, 2020, UNICEF, 2019). For example, Finland, Ghana and Canada have made Citizenship Education a curricular program that nurtures these values on younger children (Sporre, 2020). In SA, civic values are embedded in the Curriculum Assessment Policy Statement (CAPS) (Christie, 2008, DBE, 2011). Life Skills and Life Orientation are core CAPS curricular subjects within which civic values are rooted and imparted to pupils in primary schools from Grade R to Grade 6 (Life Skills), and Grade 7 (Life Orientation) (DBE, 2011, Steyn, Schuld & Hartell, 2012).

The study examined how LS and LO primary school teachers teach civic values (respect, humanity and personal responsibility) to learners in underdeveloped communities as means to cultivate social transformation among them. A focus on the Life Skills and Life Orientation curricular provides a lens to determine ways in which teaching and learning translates the CAPS policy into actionable values that cultivate social transformation in underdeveloped communities. Sicelo community, an informal settlement located in Meyerton in the Midvaal Local Municipality under Sedibeng District of Gauteng, South Africa was selected as the research site. The Sedibeng District has a population of 1 039 908 people of different racial backgrounds consisting of white people (48% of the population), Black Africans (49.3% of

the population), Coloured people (1.2 % of the population), and Asian/Indian (0.5 % of the population) (Sedibeng District Municipality GAU, 2016). Sicelo community is populated by a majority of Black Africans living in poor households characterised by lack of access to basic commodities, decent housing and high unemployment.

Making use of focus group discussions the study sampled LS and LO educators from Phumelela Primary School, a popular school servicing Sicelo community drawing in around 2 232 Black African learners in the area. Building on the work of Wadesango, Chabaya, Rembe and Muhuru (2011), research shows that learners from disadvantaged backgrounds who have experienced poverty, neglect, chronic hardships that impact their wellbeing tend to exert problematic behaviour in school and their community. Even though Sicelo community carries this profile, there is limited research to demonstrate how learners in this locality experience learning and the role that LS and LO curricular could play to avert some of the expected behavioural challenges. As such, this research offers insights on the effect of LS and LO curricular in shaping the learning process and outcomes of primary school learners in disadvantaged communities. More so, it highlights the practicality and challenges associated with translating education policy into actionable civic values that bring desired social transformation.

1.2. Problem statement

Learner ill behaviour in primary schools and the persistent social issues in underprivileged communities continue to receive remarkable attention from government, private sector, non-profit organisations, social development and society at large in SA and globally. The living conditions of many children in underdeveloped settings and the rise in disruptive and disrespectful behaviour of learners in schools raise the general curricular question on what learners learn in schools amid their problematic behaviour, and how teachers instil civic values to them. The UNICEF (2019) report shows that dire living conditions, poverty, family issues (including poor parenting), have negative direct impact on children's behaviour, social development and academic potential. Wadesango, Chabaya, Rembe and Muhuru (2011) have also conducted a study on learners' behaviour in the Easten Cape province of South Africa. Findings indicated that children with challenging or disruptive behaviour in society are those who come from underdeveloped communities and those that live in poverty (Wadesango, Chabaya, Rembe & Muhuru, 2011)

Based on the researched school's records (Phumelela primary school), more than 1 300 (that is, over 50%) of the total enrolment of 2 232 learners in this quantile one school live under poverty as they rely on social grant, school's feeding scheme and food parcels and other societal assistance through community members and non-profit organisations. Research in SA's primary schools also points to the growing devastating and disruptive behaviour of primary school learners with many pupils disrespecting their teachers and peers, bullying their peers, misbehaving and disrupting lessons during teaching and learning (Marais & Meier, 2010, Nunan, 2018, Wadesango, Chabaya, Rembe & Muhuru, 2011). The abolishment of corporal punishment post 1994 by the democratic government, as stipulated in the National Education Policy Act, saw the birth of 'democratic' Learner Code of Conduct which should be designed by School Governing Body across all SA's public schools (Juta, 2017). The National Education Policy Act 27 of 1996 and the National Schools Act 84 of 1996 stipulate that each public school must design Learner Code of Conduct as means to preventing and addressing behavioural issues of learners in schools, and it guides learners on how to conduct themselves at school (DBE, 2011, Juta, 2017). However, this often does not produce the expected 'good' behaviour from learners. Behaviourist theorists such as Burrhus Frederic Skinner, John Broadus Watson and Ivan Pavlov conducted intensive research on human behaviour and child development. According to Pavlov, social and environmental experiences inform and impact human actions and behaviour (Hilgard & Bower, 1966. Behaviour can also be taught by teachers since teachers have direct influence on what and how pupils learn (Hilgard & Bower, 1966).

By far, there are no serious measures taken by the government against learners who misbehave in primary schools nor is there any concrete evidence of any actions taken against learners with such characters, except for suspension of those learners from school.

The government as the highest level of basic education policymaker, funder and a body that informs policy standards and objectives, is expected to design a curriculum responsive to issues of learner behaviour and other social issues such as poverty and hunger. However, this does not mean that the government is failing to design such a curriculum. It means that there is certain level of expectation of the government from civil society and from private sector to provide quality education and curriculum, to attend to social ills, since curriculum is designed by the government in SA (Christie, 2008, Jansen, 2004, Themane, 2019). According to Jansen (2004) and Themane (2019), such expectations include provisioning of teaching and

learning resources like textbooks, to support curriculum policy enactment, especially in underdeveloped communities such as rural areas.

Many children across different contexts in the world acquire basic skills, formal knowledge and norms and values at a younger age through the basic education as these are embedded in school curricula (Bernstein, 1971, Jansen, 2004, Lelliot, 2014, Moloi, 2019). The current SA's curriculum, CAPS, is one policy that promotes 'good' learner behaviour through the content on civic values as embedded in the Life Skills and Life Orientation curricular.

Therefore, this research takes into account that teachers as policy enactors, are responsible for shaping characters, developing and motivating learners from all social backgrounds to achieve their goals. Hence, it seeks to understand how LS and LO primary school teachers undertake this practice to cultivate social transformation among learners of Sicelo community.

1.3 Research questions

The driving research question is: How do Life Skills and Life Orientation educators in Sicelo community cultivate civic values into curricular taught to learners in underdeveloped communities?

Subsequently, the sub-questions substantiating the main research question are:

- What pedagogic strategies do LS and LO teachers apply in their teachings on civic values?
- How do LS and LO educators conceptualise civic values?
- What underlying factors are there that hinder or promote social transformation through teaching of civic values?
- How does education contribute to social transformation of learners?

1.4 Research aim and objectives

The main aim of this study is to explore how educators develop civic values into their curricular on Life Skills and Life Orientation to cultivate social transformation among learners in underdeveloped communities.

The subsequent objectives ensuing from this aim are:

- To examine LS and LO educators' pedagogic strategies on civic values

- To conceptualise civic values as crucial curricular constituents for social transformation.
- To deliberate on the conceptualisations and opinions of LS and LO teachers on civic values
- To highlight the criticality of education as a driver for social transformation

1.5 Purpose and rationale for the study

Civic values are considered essential virtues in fostering good social relations amongst civilians in a democratic society. They are important in the schooling life of young citizenries to promote democratic participation, good governance, problem solving and trust in leadership of governments. Komalasari and Saripudin (2018) argue that civic values are core principles that enable individuals to tolerate one another and live together peacefully and amicably (Hunter & Brisbin, 2000, Komalasari, 2016). In traditional African society, values were taught to children at young age as means to ensure that they grow up to be responsible, loving and caring adults (Mino, 2020). In modern society, government has to ensured that civic values are pillars of democracy and are backed with human rights through formal education policy.

However, today children (school learners in this case), seemingly neglect civic values or they do not know about them. Education is, therefore, expected to contribute to holistic development of learners in that it fosters civic values not just knowledge and skills, with the teacher at the centre of learning process. The researcher considers that child behaviour may not necessarily be resultant of socioeconomic factors, but also social interactions amongst learners at school. This extends the need to conduct this research with more focus on the policy and social change from the LS and LO teachers' experiences as enactors of the education policy.

This study explores approaches and processes which Life Skills and Life Orientation educators use to teach civic values in the classroom, or at school to foster social transformation among learners in underdeveloped communities, focusing on Sicelo community.

1.6 Significance of the study

This study subscribes to social transformation and humanistic development of learners in underdeveloped communities. It also contributes to the body of knowledge in Public Policy – i.e., basic education curriculum of public schools in South Africa. With learner behaviour being a social ill in underprivileged settings and poor living conditions such as poor parenting and poverty as contributing factors (Carter & Barrett, 2006, UNICEF, 2019). Sicelo community, being a typical setting in which I observed and experienced learner behavioural problems and deplorable living conditions, it was essential to conduct this research to understand and influence the education policy under investigation, policymaking at the education departmental level and teaching and learning in the classroom.

Learner misconduct and unruly behaviour remain a huge problem in many communities (Marais & Meier, 2010, Nunan, 2018). In Dibuseng High School of North West province, a learner stabbed his teacher to death. In the most recent similar case, another learner of Mabone High School, a School in Vereeniging, Gauteng, a learner butchered another learner to death. In a different scenario, a video of high school learners smoking dagga in the premises of one school in Johannesburg circulated on social media (Facebook and Twitter) in April 2022. High school learners are products of primary school education. As a researcher, in my teaching experience and observations, learners have lost manners and humanity – no respect for their peers and for adults. With most learners in the sampled school coming from underdeveloped community, that is, Sicelo, one can argue that their social, environmental and economic struggles have an impact on how they behave and learn. Wadesango, Chabaya, Rembe and Muhuru (2011) believe that social issues like poverty and single parenthood of young children does not only affect their livelihood, it also impacts on their behaviour at school and their social lives.

Civic values are important elements of civil society because they inform solidarity, social cohesion, humanity and liberty (Bryant, Gayles & Davis, 2012, Jansen, 2004). Values are supported by international and national human rights; in South Africa's schools they are backed up by the basic education curriculum CAPS on LS and LO in primary schools (DBE, 2011, Steyn, Schuld & Hartell, 2012). However, values for one individual may not guarantee values for another, especially when social contexts differ amongst those individuals in terms of livelihood, education levels, race or personalities.

The study findings could be useful for various members of society in different forms. Education policymakers may inform their decisions relating to curriculum making or

revision, implementation and teaching and learning resources needed to enact the policy. For example, learners' disruptive behaviour and dire living conditions from which they emanate could notify policymakers of such issues then decide on intervention policies essential to resolve the issues.

The government, private sector, and/or non-profit organisations could also benefit from the research findings as they can obtain information about social ills in underdeveloped local community. This would assist in deciding on how to uplift the residents, their children, and the school located in this community and other similar cases.

On the other hand, community members, school managers, teachers and learners as products of the community could benefit even more in that they could have their problems resolved by government, NPO's or private sector. This includes problems such as ill-discipline of learners, poor parenting or lack thereof, and dismal living conditions in terms of housing and energy supply. Members of the community can, then, learn better ways of disciplining their children; and enjoy the charity, goods or services provided to them as programs and items that address their issues. Teachers would also receive a relatively good support from parents, government and other organisations as they would be aware of the problem, and try to work together in the social transformation process of learners. While learners could be receiving vigorous attention, school managers or leaders would have their schools operating smoothly through the support of the stated stakeholders.

It is, therefore, significant to acknowledge that there is an interdependent relationship between the potential beneficiaries of the research findings and the potential providers of such benefits besides this report. However, it is also crucial to recognise that this does not guarantee that these mentioned potential beneficiaries will benefit from the research findings exactly the way it is discussed.

In traditional African context before 'civilisation', children acquired values such as respect and humanity through teachings of adults at home and in the community at large (Mino, 2020). Society at the time upheld the proverb 'it takes a village to raise a child', which implies that all community members have a direct contribution to children's upbringing. Hence, generally, all societies have certain shared standards and values that make up those societies whether post or pre civilisation. However, it is crucial to note that in democratic society, people are governed by civic values, laws and policies, which are also made by society – children and everyone else, are products of society that they grew up in.

Change of eras requires change of approaches to governance. The progress of democracies around the globe resulted in social changes in family structures, churches, schools, and private sector) in terms of how they should be set up, managed and adhere to universal laws and policies (Jansen, 2004, Juta, 2017). Schools, as interest institutions for this research, centralised teachers in educational policy administration in that they enact and facilitate policies.

CAPS policy on LS and LO establishes civic values and promotes social change through teachings of these values. This study hopes to play a role in stimulating change in underdeveloped communities from understanding how civic values are taught and why they are important in civil society. This can assist policymakers, education departmental officials and school management teams in decision-making regarding children's education, development, and organisational development. However, the researcher keeps in mind that education policy alone may not solve all social problems of children in underdeveloped communities.

1.7. Overview of the key concepts used in the study

1.7.1 Social transformation

Social transformation is an ambiguous concept that varies with meanings from different theorists and fields of study. For example, social scientists, historians and political scientists may define it as the revolutionary change of social order, social status quo, personal wellbeing and livelihoods of the peoples as the result of liberal movements and democratic processes leading to such change in society. While anthropologists may regard it as the development or deterioration in the lives of people, in terms of their cultures, religions, languages and origins.

Nonetheless, Castles (2001) explains social transformation in general terms as the manner in which people's cultures and living conditions change due to underlying economic and/ or political disorders. Castles (2001, p. 3) adds that, "it is useful to define social transformation studies in a new, more specific sense as an *interdisciplinary analytical framework* for understanding global interconnectedness and its regional, national, and local effects." This suggestion implies that social transformation has a huge global effect in driving changes in society through national, regional and local genes factors, and it should be treated as an

analytical point of view by researchers. Other authors define social transformation, taking on the economic and sociological stance, as the development of the people's living conditions and change in social ills such as unemployment, poverty and crime (Delanty, 2020, Feola, 2015, Mezirow, 1997). Further, Feola (2015) argues that social transformation should be more practical than ideological in that it should not be used as the metaphor. Instead, it must be used realistically and in line with different reasons and perceptions from which it is used.

This research uses the concept in the context of educational policy, from the educational point of view to unpack its implications on the study. According to Desjardins (2015), education systems should change the "bad" social ills, and reproduce the "good". Hence, education systems and policy are transformative and reproductive in a sense that they drive change in society through policy implementation and systematic arrangements of schooling, teaching and learning, and holistic functioning of education in the education sector (Abraham, 2006, Desjardins, 2015). The social transformation within the context of this study is about the change of 'bad', which are bad behaviours of learners, and the dire living conditions they live in, into 'good' or desirable communal principles for all.

Although these transformative and reproductive behaviours are value-based, since they are influenced by social structures, political and economic dynamics, they can be transformed through curriculum as the education policy. Thus, teaching of civic values is the critical focus over which the desirable social transformation can be effected. This definition of social transformation within the educational context does not, however, limit nor reduce social transformation into policy and social ills. There are other social transformational aspects within the sector, including inclusivity and diversity, and pedagogical approaches, to mention a few.

1.7.2 Civic values

Civic values are social principles that guide, inform and influence people's personal and social attitudes (Paterson, 2009). They are basic moralities attained in the upbringing and/ or in different institutions, such as home, church, and school, that direct social contacts in society (Komalasari & Saripudin, 2018). It is commonly argued that civic values contain socio-political and sociocultural elements because they depend on one's personal feelings, culture, religion and political standing to exert those values (Komalasari & Saripudin, 2018, Paterson, 2009). In other words, it is upon an individual's or social group's choice to decide what to value, who to show respect and peace to, and when to show it. Which makes values

controversial due to their political and social bearing they carry and the fact that they differ from society to another, and from person to person at times.

However, for the purpose of this study, the major values I have focused on are respect, responsibility, and humanity as preferred values and as curricular contents.

1.7.3 Curriculum

Curriculum in education can be defined in different versions, and it could mean different things. It is a formal policy document that stipulates contents to be taught in schools (Muller, 2007). It is a systematic planning of subjects, their content, knowledge, skills, times over which they need to be taught, and suggested resources to be used for that purpose (Christie, 2008). Curriculum can also be activities, culture and other daily school practices performed at school (Muller & Gamble, 2010). This type of curriculum is regarded as null curriculum, which works hand-in-hand with extracurricular experience, one that involves sports programmes but they are usually not formally assessed.

Therefore, this study applied the policy and content parts of the curricular definitions, focusing on the LS and LO curricular policy and civic values content, to explore its administration, implementation process, or enactment as other scholars believe teachers rather enact than implement policy.

1.8 Research design overview

This is a qualitative research that used case study design focusing on the case of Sicelo community. It is framed within the interpretivist paradigm. Research data was collected in the form of focus group, using FG schedule with the sampled LS and LO teachers to understand how they teach civic values (that is, respect, humanity and responsibility) to learners in underdeveloped communities. The data was then processed manually on the Microsoft Word document, then analysed thematically using social change as the analytic lens, which was grounded in the reviewed literature and theories. In the process of conducting the study, and before it was conducted, research ethics was ensured through application and receipt of research ethical clearance from Wits University, and signed informed consent by research participants. The study had its strength and limitations. However, its validity, credibility,

transferability, dependability, and confirmability was substantiated, and these will be discussed in detail in the research design section of the study. After the data was collected, it was processed, presented, and analysed thematically so. Then, the study was concluded drawing from all the research chapters.

1.9 Outline of the research report

The report comprised of six chapters. Chapter one expounded an introduction into the study and the research overview, which gave an insight into the overall study. Then, followed by the research problem statement, research question, research aim and objectives, purpose and rationale for the study, significance of the study, overview of the key concepts used in the study. These concepts are social transformation, civic values, and curriculum. Next was the overview of the research design. Lastly, it is the research outline followed by the conclusion.

Chapter two contains two main aspects, that is, the literature review and theoretical framework for the study. The chapter commenced with the introduction providing a brief direction into the explored literature, theoretical framing, and the derived analytical lens. Several subheadings were generated from the reviewed literature under the main heading "The context of curriculum policy, education and society in South Africa and globally." The subheadings are as follows: curriculum, education and society, teachers as central mediators of curriculum policy, and social and learning environment of learners, respectively. Then there were other subthemes of another main heading, "Theoretical Frameworks for Education towards Social Transformation." These are critical theory, critical pedagogy, social constructivism, and curriculum theory. The chapter was then concluded.

Chapter three entails intensively discussed, clarified and applied research methods and methodology in the study. At first, the chapter is introduced, and then it details the research design. Research design consists of research paradigms, research approach, sample and sampling, selection and description of case study, justification of focus group schedule, data collection methods used, research validity, credibility, transferability, dependability, confirmability, research strengths and limitations, and ethical considerations. The section further clarifies analytical approach applied – that is, reflexivity and thematic analysis. Then, the chapter ends with a conclusion.

Chapter four consists of chapter introduction, which recaps on how the themes were generated, and how the data will be presented. Then, thematic presentation of the collected

data follows with the themes “respect and social cohesion”, “morality”, “extra mural activities”, and “social environmental factors”. The chapter also ends with a conclusion.

Chapter five comprised discussion of research findings, starting with an introduction, then discussion, following the same thematic order used in chapter four in the data presentation section. Then the chapter was concluded.

Chapter six entailed study summary, key findings, recommendations, and conclusion.

1.10 Conclusion

The chapter covered four important sections, though all other sections are also important, that is, the study introduction and overview, problem statement, research purpose and rationale, and significance of the study. Salient points made in the sections were that, there is a gap between promises made in the national education curriculum policies and social issues in underdeveloped communities. One outstanding issue is ill-discipline, worrisome, and disruptive behaviour of learners living in underdeveloped settings. Another was curricula failure to address the issue and other issues experienced by learners, such as poverty. Education is, therefore, seen as an avenue through which ‘good’ changes in society can come about in the form of curriculum policy enactment on LS and LO, whereby learners are taught civic values, rather than focus being placed intensively on skills and knowledge production, curricula coverage and learner results or grades. Hence, the study seeks to explore how teachers teach civic values to learners from this type of social background. Moreover, it was highlighted that the study hopes to contribute greatly to the knowledge production in Public Policy studies and in the basic education sector through exploration of LS and LO curricular as the basic education sector’s educational policy that that has content on civic values capable of transforming ‘bad’ behaviours into ‘good’ and desirable changes in civil society. Thus, civic values are emphasised as fundamental principles that promote social solidarity, peace, good governance and good society. This study focused on respect, humanity and responsibility as values of interest and importance for the researcher, however, other important values emerged from the teachers as research participants.

The purpose of this chapter was to give an overview, introduction, research problem statement, research question, aim and objectives, research design overview, purpose and rationale for the study, significance of the study, clarification of key concepts used in the

study, and an outline of the research report. All these sections were then covered. The forthcoming chapter presents literature review and theoretical framework that framed the study.

Chapter 2: Literature Review and Theoretical Framework

2.1 Introduction

It is important to state that this research is concerned with understanding how teachers teach civic values from three perspectives – that is, critical theorist, social constructivist and curriculum perspectives, and through the critical lens of social change. In other words, education is an essential avenue through which young citizenries can acquire knowledge and skills; however, it must be seen and used as an instrument to liberate young peoples from social ills, and promote 'good' behaviour among them through the teachings of civic values. Thus, critical theory, curriculum theory and social constructivism will be discussed in relation to education and social transformation of learners.

Curriculum plays a massive role in enabling epistemological access to young learners as it embeds content on values and other divisions of knowledge, and with teachers at the centre of implementation of the policy. Slonimsky (2017) argues that curriculum (be it formal or informal) has always been key in informing what people must learn and when they should learn in institutions of learning, and in society in general (Bernstein, 2003). Hence, Foucault (1988) argued for powerful knowledge, one that empowers young children to become free and better people in society; instead of knowledge of the powerful, one that dictates content to be learned and driven towards interests of powerful people in society, such as the elite (Ball, 2012). One may easily presume that policy – that is, curriculum, is simply implemented within schools, but there are underlying factors that come with this implementation, education and knowledge in the background. These premises are explained by theories and they will be discussed in the next section. Teachers' policy implementation strategies – particularly pedagogical practices in transferring civic values onto learners will be explored. A combination of critical theory, curriculum and social constructivist theories are vital in understanding education policy, how teachers teach and how education can be used as a driver towards social change.

Moreover, different conceptions of education and social transformation are discussed in modernist point of view rather than African traditional standpoint because the lens focused on several aspects of social change which can come in the form of curriculum on LS and LO.

The critical lens was chosen because of its relevance to education policy and a 'good' change for civil society, and it will be discussed with its importance to social transformation. However, it is crucial to understand the context of education curriculum in South Africa first, with its historical and curricular dynamics against other countries, to understand the role of teachers in their implementation of curriculum policy that can potentially result in social transformation, and society and education.

2.2 The context of curriculum policy, education and society in South Africa and globally

In South Africa, the apartheid government created educational inequalities through the Bantu Education Act of 1952 that ensured that Black South Africans acquired restricted education concerning epistemological access, intellectual development and quality learning (Christie, 2008). The policy supported education curriculum implementation such that learning resources and funding were limited in Black schools (Nomvete & Mashayamombe, 2019). The then obligatory amount of time spent by Black children at school was less compared to that which was spent by White learners. Consequently, this would perpetuate education, social and racial inequalities as this would confine Black students from accessing institutions of higher learning, and to progress from being working class to becoming middle class (Christie, 2008). Some of the Bantu curriculum strengths lied in the coercive political power of the apartheid system – the curriculum and its implementation were strongly backed and sustained by the apartheid education policy. The curriculum encouraged learning independence and parental involvement in teaching and learning because the curriculum was learner-centred, and the holistic education system was functional as the curriculum succeeded in enforcing apartheid teachings and policies (Mpofu, 2018). However, one shortcoming of the Bantu curriculum was that of hindering educational success for black learners, and social transformation in black dominant settings, through oppressive policies, curricular contents, and inadequate time to learn and limited learning resources.

The post-1994 basic education landscape in the country inherited a deeply racialised system that was divided in line with the territorial demarcations of human settlements designed in the apartheid era. The Bantu curriculum is believed to have had several positive impacts on the learning processes (Nomvete & Mashayamombe, 2019). This includes promotion of learner-centeredness in learning, and creativity. In contrary, the curriculum was too visionary than practical because teachers were not effectively trained to enact it (Mpofu, 2018). The revolution of education and curriculum appeared in the Soweto Uprising whereby the Youth

of 1976 resisted the use of Afrikaans as the language of teaching and learning in Black schools (Nomvete & Mashayamombe, 2019). The conversion of democratic government in 1994 assured a changed educational, political and social landscape to South Africans, much of which would come about through education and training to address apartheid injustices. SA government then adopted new curriculum (Curriculum 2005), which is argued to have emerged from New Zeeland and Australia and was effective in these countries (Christie, 2008). It was then rolled out to learners from 1998, though (Roux, Burnett & Hollander, 2008). Priority focus of the curriculum was to redress the past racial, social and educational inequities through provision of 'inclusive, equitable and equal education' for all citizens (Christie, 2008, Juta, 2017). The curriculum was amended and replaced by other curricula, including National Curriculum Statement (NCS), Revised National Curriculum Statement (RNCS), and the current curriculum – that is, Curriculum Assessment Policy Statement (CAPS), all purposed to transforming education and society at the 'best interests' of learners. The post-apartheid curricula are backed by the Constitution of the Republic of SA, National Education Policy Act 27 of 1996, South African Schools Act 84 of 1996 and Employment of Educators Act 76 of 1998 which ground, amongst others, basic education access, inclusivity, social transformation and democracy in the country's basic education system and society at large (Juta, 2017). However, the major focus of these curricular and systemic changes seem to have principally been on complete eradication of apartheid governance, including the welfares of the system such as good behaviour and discipline in schools, quality education, and social order. This is not to appreciate nor is it to applause painful historic effects of the apartheid government. Rather, it is to indicate that there are irregularities that the democratic government needs to address relating to bad learner behaviour in schools, and poverty in some black communities, which could have been avoided during the democratic transition.

In other countries, curriculum is used as a tool to stimulate social transformation in marginalised communities and among peoples of such communities. For example, in Canada, the Canadian government transformed education curriculum across the country using British Colombian curriculum with primary focus on redressing Canada's "difficult past", created by the colony, and to respond to the 21st century skills demand (Miles, 2020, p. 1). British Colombian curriculum is province-based and students are assessed by the provinces in grades 3, 6 and 9 in reading, writing, and Mathematics for education quality assurance. Teaching of 'true' history of Canadian peoples as a form of transformation, and this focus has been fundamental in learners' self-actualisation, reading and interpretation skills from lower

grades (Miles, 2020). This shows a good policy as the curriculum informs the assessment policy standards that the foundation skills of reading, writing and counting should shape the learner's intellectual development and lead to social transformation, although the curriculum does not necessarily address all learners' needs beyond academic needs. Although there are somewhat similarities in these different countries' curricula and education systems, SA can learn or adopt some good curricula policies from other countries such as Canada to drive social transformation of learners, and to improve public service delivery in disadvantaged communities. Muller (2010) concurs that policies can be 'transferred' from one context to another to solve social, political or economic problems.

This research uses the lens of social change through curriculum as education policy. In this respect, curricula reforms and other social transformative actions adopted by the democratic government are noted. However, these changes are viewed from the values point of view on learners in underdeveloped communities. They are also viewed from the theoretical viewpoint as the application of theoretical framing is elaborates further in the upcoming sections.

2.3 Education and society

Christie (2008) argues that curricular reforms in varying social contexts are generally attempts to transform society in the form of education and policy. In many countries including SA, education is regarded and used as an instrument for finding and creating employment using knowledge and skills attained from institutions of learning (Apple, 2018, DBE, 2011). Within the context of South Africa, this has been going on since apartheid, which the current education system inherited unequal and divided neoliberalist education system that commodifies education into market systems for jobs. Thereby promoting a culture of placing the market system at the forefront of steering and informing what is learned through curriculum to serve market interests, often at the expense of fostering civic values that contribute to social transformation (Spree & Vally, 2012). Certainly, education plays a massive role in equipping learners with knowledge and skills, and the market system requires those to recruit workers and to keep economic systems running, who, in reciprocation, benefit financially and are able to survive. Nonetheless, if we are to subsume economic systems with education system by compromising the values of education in society, such as sustaining civic values, local cultures and teachings, we must be prepared to have undiplomatic and unruly generation in future.

The government as the funder of basic education and its curriculum not only drives education and its outcomes; it also uses political control, power relations and other agenda for political gain or market interests, thus, marginalising teachers as policy enactors, and society within which learning institutions are based (Webster, 2017). Hence, learners and teachers only receive curriculum with its knowledge and ideological implications. `

According to Desjardins (2015) education should be purposed to socialising young pupils to becoming responsible citizens, loving, caring, fully developed humans intellectually, and active members of civil society, more than just upholding education as a human right and job finding license. This notion of education constitutes transformation (change) of 'bad' things and replaces them with 'good' things in society in which all peoples live in solidarity, dignified and humane manner (Abraham, 2006, Desjardins, 2015). Education contributes to sustainable development, reduces poverty, and empowers children (UNICEF, 2019, Webster, 2017). Bernstein (1971) argues that education should provide a foundation in the learning process, skills, and knowledge production among pupils in varying contexts across the globe. However, education should aim for more than just skills and knowledge production by cultivating committed means to addressing social ills faced by society today, especially disadvantaged communities (Desjardins, 2015).

Globalisation and international laws and conventions have forced national education policies, including curriculum, to adopt human rights for years in the postcolonial world and since the end of World War II (Bray, 2005). Several countries in the world including Zambia, Ghana Sweden, Finland, Canada and South Africa have constitutionalised the right to education as key pillars of their societies drawing on these international conventions, laws and policies (Sporre, 2020). The Constitution of the Republic of South Africa and the National Education Policy Act 27 of 1996 stipulate that all children have a right to basic education, irrespective of socioeconomic background, gender, religion, or race (Juta, 2017). These legislative provisions ensure that every citizen and non-citizens utilize these rights to acquire formal knowledge, skills and civic values attainable through education (Jacobs & De Wet, 2004).

Human rights are not limited to basic education rights. They also include a right to equality, human dignity, freedom and security of all peoples living in South Africa, children included (Juta, 2017). A right to freedom and security underpins protection of everyone from any form of violence and injustice (Juta, 2017, Sporre, 2020). A right to human dignity implies that all human beings must be treated with respect and dignity. Then, a right to equality constitutes

that everyone is equal in society and before the law regardless of their gender, socioeconomic status or political position they hold (Juta, 2017).

2.4 Teachers as central mediators of curriculum policy

As far as these policies, rights, equity and equality are concerned in education, teachers are central to their implementation in that they use their pedagogical expertise to transfer them onto learners in schools. Teachers, therefore, plays a huge role in social transformation that comes as a result of curricular teachings because they mediate content knowledge endorsed in the curriculum with learners in the classroom (Avulga, 2018, Moloi, 2019, Shulman, 1987, Smit, 2001). However, this requires an understanding of theories that inform pedagogies of teachers, and that underpin education policy at the highest level of policymaking through to the bottom level of policy implementation and enactment, and an understanding of how education can potentially drive social transformation. Moreover, a discourse and understanding of education-related theories and curriculum itself are essential to exploring how educators teach civic curricular content – that is, civic values in the context of this study; and what informs their pedagogies.

Christie (2008)) posits that a basic education curriculum should socialise young pupils and reinforce civic values. Accordingly, the content enclosed in the CAPS document on LS and LO in SA promotes civic values, not only as curricular requirements but also as norms and standards stipulated in the National Schools Act 84 of 1996 and the National Education Policy Act 27 of 1996 (Juta, 2017). Thus, teachers have the responsibility to transfer these values onto learners with the purpose of creating just, equal, and good principles in society.

However, curricular mediation by educators does not happen in a vacuum but in the classroom. Therefore, according to Apple (2018), when teachers enact curriculum policy, they often become subjective and so do learners, in that they negotiate curriculum at the street level in the classroom. This practice then evidences that civic values may not necessarily be fostered in the form of scientific knowledge obtainable through formal school curriculum, however, other social structures like home or family, church and community have a contribution to teaching values (Themane, 2019).

Lauritzen (2016, p. 3) argues that "education is transformative, because it can transform values, attitudes and behaviours." This means that through teaching and learning of

knowledge, both learners and teachers can learn from one another and therefore influence the way in which both parties see the world. Most importantly, the teacher plays an imperative role in this process by gathering, analysing and interpreting information contained in the curriculum.

Curriculum policy is translated and mediated by teachers in the classroom in alignment with cognitive levels of learners' understanding, and for their best interest of learners (Lauritzen, 2016). This makes teachers vital elements in governance and teaching profession as they directly contribute to social transformation by means of curricular policy translation (Molapo & Pillay, 2018).

Significantly, this requires communal principles and values of civil society, such as mutual respect and tolerance, as these are pillars of democracy since they draw on universal and human rights (UNICEF, 2019). Shulman (1987) asserts that beyond shared values amongst teachers and learners, educators should have content knowledge, pedagogical content knowledge, and most importantly, knowledge of the learners. In this instance, teachers need to know what they teach and how to teach, and know socioeconomic and sociocultural backgrounds of learners they teach in order to shape their thinking, reasoning and social relations (Shulman, 1987).

Moreover, Hughes and Lewis (2020) argue that the professional autonomy of educators may be essential for curriculum delivery to learners; however, understanding the manner in which core concepts of curriculum policy intentions may be brooding. Hence, teachers should develop pedagogical approaches relevant to learner experiences as they translate curriculum into practice in the complex schooling system, because every learner is different and so are schools and teachers (Westbury, 2016). This requires pedagogical skills and approaches of teachers, such as traditional pedagogies, social constructivism, learning-centred, teacher-centred pedagogies and behaviourism, which can be applied during lessons in the classroom.

Teachers need to develop new competencies essential for 21st century and democratic transformations (Wortham, Love-Jones, Peters, Morris & Garcia-Huidobro, 2020). Ultimately, these competencies must be transferred to learners – learners should not only know specific subject content, but they need to have skills and knowledge about ever changing society, labour market, political and economic structures. Regardless, these competencies are seldom intergraded in basic educational curriculum and classroom learning

activities, which is a gap that hinders social transformation of learners in the form of curricular activities (Jacobs & De Wet, 2014, Rapetsoa & Singh, 2017).

2.5 Social and learning environments of learners

Molapo and Pillay (2018) state that that curriculum implementation by the government, and enactment at the classroom level by teachers is not just a South African challenge but a global one. In SA, this shortcoming is rooted in the highly politicised education context; therefore, curriculum implementation fails to take place across the wider school and social contexts.

Molopo and Pillay (2018) then suggest and encourage teachers that in the curricular enactment and at the best interest of learners, they should 'take curriculum beyond the boundaries of resource and limitations.' This connotes alignment of personal and professional values of teachers with inclusive perspectives of basic education, wherein all learners are included in the learning process, using the available resources of teaching and learning. Subsequently, this promotes social transformation of learners as resources are utilised for curriculum implementation and enactment, and it promotes social and personal development for all more than just resource allocation and social transformation (Themane, 2019). Even though taking curriculum beyond boundaries of resources is a remarkable suggestion, critical issues of learners such as poor living environments, lack of parenting or lack of parental involvement in children's education and poverty need to be addressed on the core before going over the boundaries. This is because those are basic needs and there would be no point of using the limited or even lots of resources to teach a child on an empty stomach; a child who may be going back to a toxic environment at home from school. Without overlooking the government's means to resolve the issue of learners' hunger and poverty through school feeding scheme, when learners return home, they retain to the same problem.

The socioeconomic and school environment in which learners are exposed in their daily lives play a huge role in their learning processes while educators transmit curricular content to them (Bradfield & Exley, 2020, Wringley, 2018). It is therefore expected of teachers to understand their learners' backgrounds, prior knowledge and learning styles because this allows curricular content to serve its purpose, and it enables teachers to effectively use their pedagogies to the best interests of learners (Bradfield & Exley, 2020, Hughes & Lewis, 2020, Wringley, 2020).

Chetty (2015) uses Freirean principles of teaching, learning and critical literacy whereby teachers drive the curriculum policy to establishing a learner-centred learning environment that reinforces critical literacy and social transformation. This type of learning environment makes it possible for teachers to mediate curriculum and learners to critically learn independently, reflect on lessons and know about other things beyond the prescribed school curriculum.

Volman, Karssen, Emmelot and Heemskerk (2020) also state that basic educational goals and curriculum focus should be on social change, creativity, critical thinking, self-regulation and collaboration as the foremost 21st century competencies. According to Wang and Li (2018.) these competencies or skills can equip learners with knowledge and capabilities of competing in the global education and market systems.

2.6 Theoretical Frameworks for Education towards Social Transformation

2.6.1 Critical Theory

Critical theory is both a modern and postmodernist theory coined by the likes of Walter Benjamin, Max Horkheimer, Herbet Marcuse and Theodor Adorno. The theory is about liberation of humans from issues of slavery in varying social, economic, political and educational contexts towards social transformation (Freire, 1996, Fromm, 1966).

According to (Niebuhr, 1960), within the context of education, these are philosophical, pedagogic and political reflections and stances on reality in society; and it is purposed to driving social transformation by reinforcing liberty and consciousness in education and in how education curriculum is rolled out to learners (Freire, 1996). Indeed, liberty and consciousness are crucial elements of civil society because these components appreciate good change, learning and teaching, civic values and cohesion. To some extent, conscientization and social transformation processes are interdependent because as the teacher mediates curriculum, she simultaneously conscientizes and forges learners' thinking, reasoning and behaviour. The study focuses on the pedagogic and conscientization part of the theory as it seeks to understand how teachers deliver curriculum policy to learners in primary school institutions, with particular reference to civic values to cultivate social transformation among them. The delivery of curriculum policy is one aspect of conscientization and pedagogic practice.

Freire (1996) argues that education should promote freedom among learners in that they are become able to think and act independently, and be guided to realising slavery (that is, issues around them in society), then act upon to resolve them. The main focus of this emancipatory education is on marginalised and oppressed individuals or groups that want to challenge social injustices, inequalities and dominant ideologies, with the purpose of changing society for the better for all. A critical theory in this context stimulates social transformation in that it gives platform to the underdeveloped or disadvantaged members of society to understand themselves, explore their social context and resist any form of injustice (Lee, Wong & Chong, 2011).

Importantly, as a theory manifested in social change, critical theory is a revelation to the oppressed members of society about capitalist and elitist tendencies in society of expanding their dominance and power at the expense of nurturing civic values. For instance, through charity, job creation and skills development. Therefore, the main argument of the study is that education should not be subsumed as an instrument for economic development, even though it contributes to it, as this will make it lose its intrinsic value of transformative capacity in society. Rather it should be used as an opportunity for learning, thinking, solving social problems and practicing democratic rights, which are often bias and ignored in capitalist society. The critical lens of social change is grounded in 'slavery' encountered by many learners living in underdeveloped settings, and so, it is vital to seek an understanding of how this change is engineered by teachers at the classroom level through teaching of civic values. Thus, social change of learners in the terms of behaviour can be effected through education policy, and it will be applied in the discussion of research findings such that it shows the teacher-learner relationship in the quest to encourage social change. However, the theory seems to be overlooking the physical change (change of visible learner issues such as living environments). The theory includes critical pedagogy in the context of basic education sector, and as mentioned earlier on, this study focuses on the pedagogic part of the theory.

2.6.2 Critical pedagogy

In his book, *Pedagogy of the Oppressed*, Paul Freire advocates for Critical Pedagogies whereby teachers become radical enough to conscientize their learners when teaching them, by helping them realise 'oppression' – problems in society, then work together to eradicate such issues (Freire, 1996). This commences with both teachers and learners realising that there is a problem in the community, then work together to resolve it using critical literacies

in which they affirm and learn about knowledge (formal or informal) concerning their own cultures, identities social issues relevant to them, and how they should live better in society (Chetty, 2015, Freire, 1996). This does not refer to knowledge prescribed by the oppressors whose interests are to oppress and brainwash them about what to learn, which Facoult (1988) regard as 'knowledge of the powerful.'

Freire (1996) argues in this pedagogy, that marginalised groups or people living in underprivileged setups can restore their humanity as they strive for liberty, especially if they involve the dominant people "oppressors" in the process. This means that teachers, learners and curriculum policymakers (government) must work together in bringing about means of social change, by resisting systemic oppression within education sector that tends to hinder freedom of learners. Furthermore, Freire (1996) states that teachers and learners should learn from each other; teachers must not treat learners as empty vessels as this promotes banking education, and thus promoting oppression, and preventing freedom and change in society. This social change lens enables me as the researcher to find out teachers' pedagogical practices of teaching civic values as focus curricular topics, in a manner that reinforces autonomy, humanity and change among learners in underdeveloped settings. The application of this theory in the study involves engaging with teachers to seek an in-depth knowledge of marginalised groups in Sicelo community through engagement with LS and LO teachers as 'dominant' people in society in social transformation process of learners. In other words, meanwhile educators are regarded as 'powerful' people in social change process of learners who are, in this case, marginalised, the study comes into place to understand these power dynamics within the context of Sicelo community. Not only that. However, it also seeks to change such power relations through teachings on civic values. Other researchers including Chetty (2015) drew on Freire's educational approach in their work to substantiate their work. Chetty's (2015) study is grounded in critical pedagogies established by Freire (1996) in using education to transform society by means of critical literacy focusing on CAPS's social transformative principles and Freirean principles. Similarly, Freirean principles of social transformation and conscientization have been taken into account in the study. This will be evidenced in the analysis part of the research.

2.6.3 Social constructivism

This theory is predominantly used in education and in psychology, and it refers to the notion that knowledge is socially constructed, human beings are products and creators of society –

thus, learning happens through interaction with others in society (Wagner, Duveen, Jovchelovitch, Lorenzi-Cioldi, Marková & Rose, 1999).

Albert Bandura, a philosopher and behaviourist, and many other theorists were influenced by this theory of social constructivism, but labelled it as social learning theory in the field of education. Several other authors from various fields of study have also drawn from this theory to substantiate their studies. Nabavi (2012) describes social learning theory as the school of thought that holds on the perception that "we learn from our interactions with others in a social context" (Nabavi, 2012, p. 05). Bandura (1977) argues that this learning happens in the form of observation and is then manifested through imitation in that a learner observe a teacher's behaviour and how the teacher performs certain activities, then imitates such behaviour and actions as ways of teaching and learning. Furthermore, Nabavi (2012) says that this is a process because when learners have observed the teacher, they assimilate, then, imitate that behaviour, usually when the behaviour yields or comes with rewards or if it is a positive experience. Social constructivism theory consists of three stages: observation, imitation and modelling, which is the manner that social changes come about from this approach – teachers being models from which learners can learn and reproduce the same behaviour (Bandura, 1977, Nabavi 2012).

The desirable behaviour and transformation in society, therefore, is largely dependent on teachers. This shows the importance of understanding how they use their pedagogies in delivering their curricula to cultivate change among learners from this theoretical point of view. Therefore, social constructivism theory will be used in a manner that relates teachers' pedagogical experiences in instilling civic values onto learners, with the responsiveness of the practice on the recipients of curriculum policy. This includes exploring the interrelationship between the LS educators and their learners, and amongst learners to acknowledge if in their teaching educators indeed foster social transformation. Authors like Shulman (1987) have also grounded and proposed social constructivism theory as insightful theoretical basis for understanding pedagogy – that is, how teachers should teach, with the reference to Pedagogical Content Knowledge (PCK). This is useful to draw from because the theory encourages social change in the context of learning space, which is one component of the study.

2.6.4 Curriculum theory

Central to education and social change is curriculum. Curriculum has different meanings to different people and in varying fields of work and study. It is an education syllabus of subjects in a school, college or university, which consists of knowledge and culture (Muller & Gamble, 2010). Curriculum is a planned learner experience of learning in school. It is also a sequence of learning experiences of young children designed in a school or governmental office purposefully made to discipline learners' behaviours (Christie, 2008, Muller, 2012). Muller (2007) states that curriculum is also a systematic policy document formulated to edict knowledge and topics that must be imparted to learners in schools.

Based on these definitions of curriculum, it is evidenced that curriculum contains educational policy directives, and knowledge or content of the school subjects that must be taught to learners, which is informed by national education policy, or even global education policies. This is purposed to shaping the ways in which learners view the world, and their behaviours as means of social transformation. Therefore, the study, using critical lens of social change in the form of social transformative pedagogies, is grounded in education curriculum as an education policy on school subjects focusing civic values as curricular contents entrenched in LS and LO curricula. It concentrates on how these values are taught to primary school learners in underdeveloped communities to prompt social change among them.

Curriculum theory is about an educational discipline or philosophy concerned with formulation, implementation and enactment of curriculum policy documents; knowledge that should be taught in educational institutions; and professionalization of intellectual freedom among teachers and learners in the learning spaces (Cornbleth, 1988). This is also a sub-theory of educational theory in the broader spectrum. According to this theory, educational institutions should aim for learner development and social transformation when they decide on the knowledge, goals and values to be included in the curriculum. This includes aims, objectives and assessment or evaluation tools essential to bringing about such expectations (Cornbleth, 1988). Curriculum as the basic education policy, school subject and content is vital for this study since it concerns curricular practices focusing on LS and LO curricular as potential curricula to bring about social change among learners. The theory, thus, entails two key components – that is, content and pedagogy.

The content as basis of curriculum refers to the selected knowledge and principles in the curriculum, which can be a powerful knowledge, or knowledge of the powerful, or both (Foucault, 1988). This is an important aspect of curriculum theory, as curriculum has to do

with education, which drives transmission of cultures and values to the next generation. It is also about selection of certain 'superior' culture of society, define it as valid and then impose it to learners. The pedagogical part or message system of curriculum has to do with methods, strategies, and structures of transmitting these knowledge, cultures and values to learners, and this is argued to be the core responsibility of teachers (Bernstein, 1977, Lawton, 1975).

This study draws on the combination of critical theory, curriculum theory and social constructivism using the lens of social change, a critical pedagogy that focuses on how teachers use their pedagogies to cultivate social transformation among learners. The theories are combined because they are relevant to the study, and they relate. For example, critical theory strives for liberty, good experience for learners in democratic society, focusing critical pedagogies that promote independence of thinking, respect for oneself and liberation (Carr, 1995, Kelly, 2004). These are key aspects of social change as the research framing aligns with curriculum policy. Then, a curriculum theory has to do with knowledge embedded in curriculum policy, and most importantly, pedagogical knowledge – that is, how that knowledge is communicated by teachers to learners. The focus on LS and LO curricular content being civic values is at the heart of social change due to the content they contain. Hence, the study is framed to understand pedagogical practices of LS and LO teachers in passing civic values on to learners to reinforce social transformation among them as informed by critical and curriculum theories. Then, social constructivism has to do with shared learning, communal values and unity in society, which are principal targets the study wants to explore – how teachers promote them through LS and LO curricular teaching.

Besides social change, the study can inform decisions made at the higher level of basic education sector by the government, subject and curriculum advisors, and ministerial office on matters regarding LS and LO policy changes in terms of content on value. It can also provide an insight to teachers teaching in underdeveloped communities on pedagogical strategies useful for social transformation of learners in typical communities. Teacher-education institutions may also learn from this exploration and the influence that the education policy has on different communities.

2.7 Conclusion

The discussion on the reviewed literature pointed to curriculum as an education policy, that it is a crucial apparatus that is often utilised to shape the upbringing and future of young citizenries, address social ills and build society in South Africa, and worldwide. This is

actuated by professional teachers in the form of teaching, which makes teachers important participants in social transformation process. However, in the process, teachers always need to be accustomed mindful of learners and their living conditions to enable the desired change in society. Critical theory, curriculum, and social learning theories were also reviewed to theoretically ground the study, further. What was common between these theories were that, teaching and learning needs to conscientize, instil knowledge, values, skills and wisdom, and prepare learners for life as they grow adult, with the teacher as a mediator of curriculum policy. The theories also emphasised that learners are members of society, therefore, teachers too and adult members of society can learn from them – children should not only learn from adults as if they are empty vessels that need to be filled with information. Subsequently, a critical lens of social change was derived from all the reviewed literature and theories as an analytical framework that was used to frame the study, and to analyse the research data.

Chapter 3: Research Methodology

3.1 Introduction

Research methods of any study should be selected in a way that accurately answers research question (Cohen, Manion & Morrison, 2017). Mauch and Park (2003) put forth that the chosen research methods for the study ought to be applicable, effective and most likely to succeed when applied. Therefore, focus group discussion was chosen because it is reasonably quick to discuss with a large group of participants, and FGs provide an in-depth insight of a phenomenon through discussion with participants, as compared to other methods, such as in-person interviews with the use of interview guides. According to Braun and Clarke (2013), research methods chosen influence the study outcomes (Mauch & Park, 2003) The implications of this will be discussed in the data collection section of the study.

This chapter commences with the description of the research fundamentals in the research design section. Next, sample and sampling is described, and the choice for the sampling is justified. Then, description of research instruments follows. The next section explains the procedural details of how the research was done, starting from obtaining access to the sample, to the research site. Qualitative data analysis description and justification follows. Lastly, ethical considerations section is next with details on the attainment of ethical permission to conduct the study, ethical issues that occurred and the manner in which they were dealt with are clarified.

3.2 Research Design

A research design is framed by three main research fundamentals or structures (that is, paradigms, epistemologies, and ontologies) (Braun & Clarke, 2013). According to Rehman and Alharthi (2016), a paradigm is both a theoretical framework and belief system that shape "our way of understanding the reality of the world and studying it", and it informs epistemology and ontology. Several researchers argue that the paradigm discourse is rooted in as far as the ancient Western philosophy debates of truth, including the Greek philosopher Plato's belief in relative truth; and other philosophers like Aristotle who, on the other hand, held the view that the truth is a balance of epistemology, ontology and paradigm (Johnson & colleagues, 2007). A paradigm frames a study to take its position on these research structures as informed by the study design (Cohen, Manion & Morrison, 2017).

The most common paradigms used in research papers and projects today are positivism, interpretivism and pragmatism (Braun & Clarke, 2013). Positivism is a paradigm frequently used in quantitative research that seeks the truth with the belief that reality or the truth is objective – which means that it is based on visible materials, things that can be proven, verified and observed (Lincoln & Guba, 1985). Interpretivism (which predominantly underlies qualitative research) views reality as subjective, in that it posits reality as inseparable from our knowledge of it; it is contextual and differs from one person to the next (Braun & Clarke, 2013, Lincoln & Guba, 1985). Whereas pragmatism posits reality as relative in that it is situational, not universal; and therefore, it can be compared (Johnson & colleagues, 2007). However, all these paradigms are seeking the 'truth', regardless of whether it is objective or not, which shows that knowledge is not absolute, instead, it is infinite.

Hence, qualitative research, since it evaluates claims based on their fitness to the existing information rather than deductive reasoning, is framed by interpretivism to produce 'truth' (Lincoln & Guba, 1985, Rehman & Alharthi, 2016). Even though this framework seeks the truth through interpretivist paradigm, it is not against the construction of 'absolute truth' habitually produced in quantitative research through positivist positioning (Braun & Clarke, 2013). Indeed, this is about relative ontology – the notion that reality is subjective; which is, social construction of knowledge, truth or reality through social interactions of humans. Research process also forms part of seeking, constructing and transforming reality as Guba and Lincoln (1994) assert that reality is not static, rather it keeps changing and it is complicated. Epistemology is what counts as acceptable knowledge. In qualitative study, it is a meaning (subjective) that people create and give to the universe (Denzin & Lincoln, 2005). This is also called subjectivism based on Denzin and Lincoln's (2005) work. However, critical realists believe that the world is nature; it does not need humans to define it or make meaning of it.

Therefore, this research, as a qualitative study takes on the interpretivist account of seeking ontology to generate epistemology informed by social interaction of the research participants, and the literature. Importantly, the assumption in the study was that, children (learners) and teachers are products of society, and therefore, they decide how they want to be governed and how to behave in society. Their interaction in formal teaching and learning spaces forms part of social interaction, which in turn becomes epistemology. Teachers, however, represent 'powerful' group of societal products because of the knowledge and pedagogies they possess and transfer to learners; and how they teach learners is crucial for learners to grasp

information. The study concerned thus seeks to explore and understand the perspectives of teachers as participants on how they teach civic values to learners. The way teachers teach is regarded as the interactive method of communicating teachings to learners, which then reflects on children's behaviours and attitudes towards others in society. Indeed, seeking an understanding of a phenomenon through direct engagement with participants about their experiences is one way of finding the 'subjective truth' (Braun & Clarke, 2013). It is also a way of reconceptualising the researcher-participant or rather subject versus objects relationship and power relations in research (Denzin & Lincoln, 2005). A focus group schedule has enabled this process through discussion of semi-structured questions (FG schedule) with teachers that teach Life Skills and Life Orientation.

3.2.1 Case Study

A single case study approach was implemented in the study, in which Sicelo community was used as the case to explore and understand the effectiveness of curriculum policy in the social transformation of leaners. One advantage of using a case study is that it brings a close collaboration between the researcher and the participant, while it also allows research participants to share their stories, opinions and feelings in a discussion (Cohen, Manion, & Morrison, 2018). Further, Baxter and Jack (2010) also argue that case studies support an on-site interaction between the researcher and participants as means to discuss the issue under investigation.

A case study thus aligns with the interpretivist or constructivist paradigm which views the truth as rather relative than objective, in a sense that it considers varying perspectives of research participants as important mechanisms of ontology (Baxter & Jack, 2010). Therefore, the case study design was adopted in this study because it seeks relative truth through interaction with professional teachers in Sicelo community. My knowledge of the community as the case in the research extended my interest in designing this research as attempts to address the issue of learner misbehaviour and poor living. In so doing, curriculum was the focus policy on this case was concentrated on.

3.3 Sample and sampling

Fourteen primary school educators with teaching experience of two years and more in the preferred teaching subjects (that is, LS and LO) and school were sampled. The reason for the sample size was to make the study more robust through opinions of multiple participants. It

was also due to the scholarly argument that a focus group should consist of a minimum of eight research participants and maximum of ten (Braun & Clarke, 2013). Initially, only eight were drawn from the same institution, with only five who managed to be in the FG discussion. Eight more teachers in the same institution and with the same teaching subjects were sampled, since two or more teachers per grade teach the chosen subjects. However, only males this time for gender balance, because at first it was only females that were drawn from the institution since they have more teaching experience of five years in the school than males. Females are somehow the main subject teachers because they are allocated many periods than males that they share subjects with, and they are more experienced. The additional sample was also drawn because I felt that the obtained data was not enough for the study, and the Research Project supervisor was not convinced by the report submitted to her at first. A second FG was formed in that case. Crucially, only Life Skills and Life Orientation educators with the specified work experience have been sampled. Life Skills is only taught from grades R to grade 6. Then, Life Skills is taught in grade 7 across all SA's public primary schools.

The reason for selection of this sample is that, LS and LO are core school curricular subjects whose content entails civic values with potential to contribute to social transformation, some of which are respect, citizenship participation, self-concept and tolerance (DBE, 2011, Steyn, Schuld & Hartell, 2012). Teachers were also sampled because of the important role they play in society on the upbringing of children socially, academically and intellectually throughout children's schooling life and beyond; hence, they know their children and how to teach them.

Purposive sampling was, therefore, used to sample the professional teachers; purposefully for an expert information on how they teach civic values in their field of work. The institution from which the sample was drawn was sampled because it is located in the underdeveloped community in which most children schooling at Phumelela Primary school reside, and on which the study focuses on. In this regard, the sampled participants were approached by the researcher. An explanation of the project, its purpose and aim were explained to them. Then, I asked them if they were interested and willing to participating in the study. They confirmed their interest and willingness to participate. I then scheduled a FG discussion with them.

Generally, teachers are vital participants in the social transformation process of learners due to their key role of implanting knowledge, skills, and value to children. Moloi (2019) argues that teachers are change-makers in the context of educational policy implementation

approach. Civic values embedded in LS and LO curricular can potentially stimulate change in society, because when we teach young children and change the way they view the world and the way they behave, we change society since children are products of society.

Moreover, it is prominent to note that while teachers are central to social transformation in society through formal education and policy enactment, there are other social structures that may contribute to social transformation, such as churches, non-profit organisations, and sports organisations. This also includes stakeholders within those institutions. In short, it takes society to change society more than just education policy and its enactors. However, for the purpose of this study, the sampled teachers had to be chosen to answer the research question. This is not to overlook the importance and efforts of the government in generating change through basic education (primary schooling). Etikan, Musa and Alkassim (2016) state that research participants must be sampled in the best possible manner such that they can match the research purpose and can possibly answer the research question.

3.4 Selection and description of Case Study

The methodological guidelines for selection of a case in a case study design established by Yin (2009) recommend that the sampled case should match the purpose of the research and the sampling strategy used to select participants. A process of selecting a case also depends on the type of the case that an empirical study focuses on, which can be a single case or multiple cases (Yin, 2009).

This single case of Sicelo community was, therefore, purposefully selected because of its theoretical relevance and significance in that it contains behavioural and social elements of learners in the community that are debated in the literature. For example, Carter and Barrett (2006) argue that children from underdeveloped communities tend to demonstrate misbehaviour and perform poorly in their studies due to the living conditions of either poverty or poor parenting, which is the case of many learners in the community. The purpose of the case selection was to also to prove and exemplify the reviewed theories, while seeking 'thick' contextualised professional experience and perspectives of LS and LO educators regarding the phenomenon at hand. A single case was chosen because according to Yin (2009), a single case study is focused, provides an in-depth knowledge and makes it easy to transfer findings to other similar cases. Though single case study is known for 'rich' knowledge that is context-based, Andrade (2009) believes that multiple cases provide robust findings and they are more credible as compared to single cases. However, Yin (2009)

contends that the depth or length of any case does not determine credibility or 'best' credibility of any study.

After empirical observations of the living conditions of many learners in the community and disruptive behaviour in classes in the school environment for over four years, I was triggered to conduct a study to explore the case to bring about social transformation through curriculum policy. Although the study takes on an interpretivist paradigm, case observations were used prior the selection of the case to provide interpretive stance of the case context that cannot be explained scientifically from the positivist framework. According to Yin (2009), a single case like this is regarded as Revelatory Case because of its observatory element and analysis that expands beyond scientific reasoning into understanding the phenomenon in depth.

In its nature, the case is about the lived experiences of learners in Sicelo community as resultant factors to behavioural and social problems. The study investigates ways in which education can be used as a diver for social transformation in civil society. This is facilitated through discussion with LS and LO teachers to find out how they teach civic values as content embedded in these curricular subjects.

3.5 Ethical considerations

Ethics need to be considered before conducting research involving human participants (The Belmont Report, 1976). This includes informed consent for participants, which informs them about the study and its purpose, data collection process involving what is expected of participants and their rights tied to the process.

Research participants were informed about the study and its purpose clearly outlined to them. Before data was collected, they were reminded about the study purpose and that they can withdraw anytime they wish to withdraw. Then, informed consent of participation was asked from participants, in order for them to participate in the study in the form of information sheet and verbal discussion (evidenced in **Annexure B**). Then a consent forms were handed over to them and they signed the forms to agree that they would participate in the study, agree to be recorded and to be quoted in the report. The consent form is attached in **Annexure C.** Permission to conduct research in the sample institution was applied for in the Gauteng Department of Education, then, it was granted after two months of application (see **Annexure D and E**). Ethics Clearance attached in **Annexure F** was also applied for at the University of the Witwatersrand as per the University protocol for conducting an academic

research or research for degree purpose. It was then received after one month and two weeks of application. Prohibition of research activities within Gauteng Department of Education schools led the researcher having had to improvise data collection site and resorting to Microsoft Teams, which did not work out. Then, ethical agreement to conduct research within the sampled institution was agreed upon (where the management of the school granted verbal permission to the researcher conduct research in the school).

According to Stark-Ademec and Pettifor (1995), ethical considerations in research include acknowledging and addressing vulnerability on participants, and reducing possible research risks or ham or if not possible to reduce, know how to address it. In this study, there were no vulnerable categories and it was minimal risk based on the confirmation by the Research Panel Committee that reviewed the study proposal and presentation.

The participants were also ensured that their personal information such as names, description and any other personal details not be disclosed in the data analysis for confidentiality and to protect their identities. Further confidentiality and anonymity has been ensured through the use of pseudonyms in the data presentation, and discussion sections. However, anonymity may have been compromised in the sample of the institution as the chosen institution is the only school available in the community regardless of pseudonym. However, to avoid issues of anonymity, the school name is pseudonym and identities of participants remain confidential. Even names and other personal details of persons that came up from the FG discussions were pseudonymised.

3.6 Data collection

After receiving ethics clearance from the University of the Witwatersrand, permission to conduct research in Gauteng's specific public schools from the Gauteng Department of Education, and completed and signed consent forms from research participants, I commenced collecting research data. Two FG discussions with LS and LO primary school educators were used to collect primary data. The main reason for preference of Focus groups is that the research question would properly be answered through discursive engagement with different participants with similar characteristics in terms of expertise. It was also due to the ability of FG to provide in-depth understanding of a phenomenon from multiple participants at once (Cohen, Manion & Morrison, 2017).

3.6.1 Primary data

In the beginning, participants were reminded of the study purpose, their rights of withdrawing or not answering certain questions at any time. Then, firstly, the data was collected virtually using Microsoft Teams due to Covid- 19 measures communicated by the SA government. However, because this platform was not conducive for many participants, contact discussion within the premises of the sample institution was an alternative that was taken. Two focus group discussions was a method of data collection using focus group schedule. The first group consisted of five participants out of eight that was sampled. Another discussion was done three months later from the day of the first group discussion. The other group consisted of six participants out of eight that was sampled. In sum, data was collected from two FG's of LS and LO educators – group one of females and another of males. Both discussions were held in the same venue in verbal agreement with the school principal, and with all Covid-19 protocols followed.

Before the discussion, participants asked to use their mother tongues and to code-switch for their comfort and understanding of one another. Thus, there were Sotho and Zulu native speakers who used their languages and sometimes switched to English. This was not a problem as I am fluent in those three languages verbally and in writing. Besides, it is their languages and data, so, I was in no position to disagree.

During discussion, the researcher read the questions and participants answered them, then answers led to discussion with each participant having inputs and making examples. The researcher also asked questions that rose from particular inputs given by participants and had own fewer inputs to the discussion. At this point, the researcher wrote some points considered crucial from the discussion on a diary. The overall discussion was recorded using voice recorder of cell phone.

At the end of discussions, no incentives were given to participants. However, cool drinks were provided by the researcher because of the heat and thirst caused by talking (discussion). This did not have anything to do with the research data, but rather gratitude for their time. Participants were also thankful for the discussion as they found it very interesting, enjoyable and insightful. Then the recording was stored in the Google Drive of the researcher's Google profile, which requires password to access it.

3.6.2 Focus Group Schedule

As highlighted earlier on, the research data was collected from two focus groups of LS and LO primary school teachers using a single FG schedule for both groups. Several scholars have used and found FG schedules effective in researching a social phenomenon from a group of participants or large number of participants who have similar characteristics (Braun & Clarke, 2013, Brown, Sorrell & Raffaelli, 2005). In short, a quantitative method of study and data collection, such as questionnaires, may not capture a social issue, and it may fail to contextualise phenomena but rather generalise findings (Brown, Sorrell & Raffaelli, 2005).

The focus group schedule is attached on **Annexure A**. All the questions contained in the schedule were developed with the research purpose and question in mind, and theories that have been discussed earlier on in the study. Further justification for development and inclusion of each question are provided afterwards. The questions are relatively few because there was more than one participant who had to participate within the limited time that was available.

Question one was designed to find out from the research participants a specific reference to civic values they believe to be important for a 'good' change in society when they are taught to learners as products of society. This is one question that broke the ice between the researcher and participants, and it brought about interesting insights into behavioural challenges faced by teachers and parents in Sicelo community, which was not the case in the past (in traditional societies).

Question two was included so that participants could precisely mention values that are embedded in the LS and LO curricular content since the subjects promote civic values; and the study is about basic education policy, particularly on the specified school subjects, and how these values can be influential in transforming 'bad' behaviour in society with particular reference to learner behaviour.

Question three was a follow-up question from question two. The follow-up question on the matter is important because, indeed, there are civic values in these subject policies. Therefore, the main aim of this question was to link the policy content and social transformation based on the participants' expertise.

Question four was developed to find out how the specific civic values the researcher was interested in, are transferred to learners. Here there was more specificity on the values the research focused on, one of which had already been discussed in question one, which shows its importance in civil society.

Question five was developed and included because the interest was on the role that contextual and environmental factors in the community and at school play in how teachers teach civic values and how learners learn these values. Unfortunately, participants in FG one could not understand nor did they answer clearly despite repeated rephrasing of the question by the researcher and other participants who seemingly understood it whereas they did not understand.

Question six was included so that participants would mention and discuss alternatives that can potentially effect social transformation beyond education or teaching of civic values.

3.6.3 Secondary data

Secondary data refers to second hand information collected by other persons or any data that has not been processed even if it has not been collected for research purposes (Braun & Clarke, 2013). In this study, secondary data was used, linked with primary data and research findings to examine connections between these data. The secondary data that have been used for this purpose are LS and LO educators' lesson plans. This is because lesson plans are crucial tools used by educators in their teachings. Accordingly, the study focused on how educators develop civic values into their curricular on LS and LO as practices of cultivating social change among learners in underdeveloped communities focusing on Sicelo community. In the lesson plans the researcher was looking for processes, pedagogies and teachings involved in fostering of social transformation in the form of teaching civic values rooted in LS and LO curricular.

3.7. Research validity

There are no criteria for an absolute 'quality' or 'good' research; however, certain measures can be appropriated to ensure authenticity, consistency and abidance to academic research standards for the study to be valid and trustworthy (Braun and Clarke, 2013). In that regard,

for validity, this study relies upon Yvonna Lincoln and Egon Guba's framing or formulation of qualitative research – that is, credibility, transferability, dependability and confirmability.

3.7.1 Credibility

Credibility of a study is determined by clear, relevant and full description of the data and whether the research findings signify a convincing or reasonable elucidation of the collected data from the viewpoints of participants (Lincoln & Guba, 1985). In this study, data extracts were presented, analysed and referenced for each extract. Moreover, the developed themes were reviewed from the beginning to the end of data analysis. This process involved making sense of the generated themes and analysis, removal and merging of themes with similar characteristics and meaning to get to as close as possible to the meaning portrayed by participants' experiences and points of view.

It is important to reflect on the data analysis, interpretation, and process thereof for enhancement of credibility of research findings (Lincoln & Guba, 1985). In this instance, for reflection on the research holistically, more emphasis was on curriculum as a policy and social transformation means. However, going back to the analysis and interpretation, as the researcher, I could identify and overemphasise on respect as a civic value, perhaps because it appeared repeatedly in the data more than the other values. Additionally, credibility is reflected on the research data through the use of pseudonyms instead of actual names of participants, the sampled school and other schools used exemplarily so that they could be anonymous and as means to protect confidential information.

3.7.2 Transferability

Transferability is the ability of a study to generalise findings across other contexts (Lincoln & Guba, 1985). Although generalisation of findings is a norm in quantitative research, in qualitative study, generalisation is tied to contexts because context plays a huge role in reality of qualitative research involving human participants, thus, participants' perspectives cannot be polarised from their context (Lincoln & Guba, 1985).

In this study, transferability is applicable. Despite the fact that no precise attempt has been made to make this contextual generalisation, theoretically, the defined contexts and those left out but relevant to the main case defined in the study can still be compared. According to Lincoln and Guba (1985), transferability considers not only contexts but also participants, settings and study circumstances to be detailed for the purpose of validity within this perimeter. To clarify this point within this research, context has already been defined in Chapter 1. With regards to participants, setting and circumstances, these are closely tied to the context described – sample participants were a representation of all primary school teachers within the research site and beyond, where similar underdeveloped communities face the same contextual issues in terms learner behaviour and living conditions.

3.7.3 Dependability

Lincoln and Guba (1985) assert that dependability refers to how best the researcher could collect and analyse data, and how best the theory has been integrated into findings. The research supervisor examined the dependability of the study. On my side as the researcher, I constantly visited and read theories relevant to my study before I began it, alongside the research, data collection methods and analytical tools. When the study was completed, it was processed in the form of editing, checking if arguments and analysis make sense, consistency, referencing and appendices.

3.7.4 Confirmability

Lastly, confirmability is about the study findings being able to be confirmed by other researchers (Lincoln & Guba, 1985). This principle is concerned with confirmation of findings presented whether they discuss the data collected or if the data was manipulated by researcher's opinions. In this research, the supervisor as a very experienced researcher has confirmed the findings as the project has been supervised, and constantly reviewed by her throughout the process. However, the data was not distorted in the analysis as each analysis is accompanied by a direct quotation of the participants' responses.

3.8 Research strengths

The first strength for this research is that it is theoretically grounded as means to finding out how policy, that is, basic education policy can be used as a driver for social transformation among learners in underdeveloped communities. The theories were reviewed beyond just

policy into education as a broader concept and other theories intertwined with education and social change. Further, the use of FG schedule in the FG discussion drawing from the theories brought some weight into the study since the questions were open, and thus allowed participants to voice out their professional experiences and opinions about the issue.

The second one was the use of case study rather than pictures, ideas or mere narratives, provided practical and contextual relevance of the study to the issue at hand, especially because this is a policy study. Policies are useful in governance as they inform decision-making, problem solving and an understanding of real issues in varying communities (Dolowitz & Marsh, 1996, Hill, 2005, Mkandawire, 2005). Therefore, the research is rather contextual to the community of Sicelo from an educational and policy approach using the critical lens of social change. Case studies are known for 'rich' contexts and for enabling robust data and analysis (Fletcher & Plakoyiannaki, 2011).

The last strength was the application of three distinct but related theories – that is, critical theory which is generally used in political studies and social sciences; social constructivism, which is usually used in social studies like psychology; and curriculum theory often used in education and training. These theories are now applied in this policy study and they communicate at the basic education policy level towards social transformation of learners in underdeveloped communities.

3.9 Research limitations

The study contains several technical limitations. Firstly, the process of obtaining Ethics Clearance from the University and permission to conduct research in the research site from the Gauteng Department of education took long period of time – over three months. That is, one month and two weeks for Ethics Clearance and two months for research permission from GDE. This required patience and understanding of the process.

Secondly, research activities were prohibited within the Department of Basic Education premises (schools, in this case) because of Corona virus. Therefore, research was conducted using Microsoft Teams with each participant using their own cell phones and data they purchased themselves. This was time-consuming and not effective because I had to first show them one by one how MS Teams work as they were not familiar with the platform. On the day of discussion, only two participants were available or able to use the platform. The discussion could not take place any further virtually, but it was scheduled for another day.

After discussing the problem with the school principal, she allowed me to use one of the available school classrooms under strict measures that prevent the spread of the virus – own sanitizer was used, social distance maintained and all participants had masks on.

Thirdly, in the first FG, only five participants availed themselves, the other three left even after they were reminded about the discussion few hours before discussion, same day of discussion, and they confirmed their availability. Of the five participants that were available, the four were 25 to 40 minutes late whereas I had already asked for an hour of their time for the discussion. Upon request and agreement with them all, time had to be added by 20 minutes to complete the discussion. During the discussion, some participants had to go in and out to attend 'urgent' personal issues. Towards the end of discussion in the same group, participants were already complaining about long time the discussion was taking because according to some, questions were many and research intimidates them. The withdrawal of three participants led to formation of another FG to get more data, which was also time-consuming. In the second FG, two participants declined on the last minutes when the discussion was about to take place on the same day.

Fourthly, the research tool (being the laptop used throughout the study process) had its battery dysfunctional and the screen broken. However, it could still work when connected on the socket even though it kept crashing and crashing, there was always a backup on the USB flash drive.

Lastly, data transcription was time-consuming too as there were two datasets from different FG discussions and they both needed to be translated into English because the data was captured in the original languages of participants – that is, isiZulu and Sesotho, others were code-switching. Data processing further consumed time in that different themes and sub-themes emerged, got grouped together, grammatical errors corrected, other unimportant information (for specific themes) removed.

Administrative limitations were also there in the research process. Writing, to begin with, was an exerting and exhausting process, as it required application of the mind, knowledge and skill more than just paraphrasing and typing. To illustrate, the first draft of the report was written, reflected on and edited by the researcher, then it was submitted to the supervisor. The supervisor was totally dissatisfied by the entire report. The project had to be re-started with improved strategies, clearly defined and justified theoretical framework, methods and

methodology. This took a very long time than the first one took. To add onto that, organising and managing groups of participants, group discussions and applying the planned data collection techniques were some factors that went wrong. In this instance, first resources (smart phones and MS Teams) used to gather data did not work. Some participants declined participation. However, these issues were addressed as defined under technical limitations in this section.

3.10. Data analysis

3.10.1 Reflexivity

Transparency is vital for researchers in the process of conducting research. Reflexivity is a crucial part of research that involves direct participation of research participants, in gender studies, feminist and policy studies, which researchers need to clarify (Cohen, Manion & Morrison, 2017, Dowling, 2006). This is because reflexivity discloses personal biases of researchers regarding their knowledge of research topic in terms of own beliefs, opinions and pre-existing knowledge (Braun & Clarke, 2013, Dowling, 2006). Thus, researchers should not only acknowledge and set out their biases or positionality; they also need to state how they are going to address them in the data analysis. Certainly, researchers should know about their research topic and participants; they possess knowledge and opinions about those. This makes it possible for researchers to make reflection of their knowledge for that matter, in relation to the research topic and data obtained from participants.

Dowling (2006) asserts that researchers need to reflect on the assumptions they made before and during the research process. While other researchers use bracketing to side-line their biases, especially in phenomenological design, this remains difficult and almost impossible, and it can distort the real report on the research process, especially data collection. Dowling (2006) encourages researchers to also reflect on research methods and questions used in the study, how and why the question produced particular answers and results, and how findings would be if different methods were applied and different questions asked.

As a male educator that teaches Economic Management Sciences and English in the sampled institution and a colleague to the research participants, I have my own strong feelings, perceptions and observations of learner behaviour, social issues and basic education

curriculum policy in relation to these issues. Much of my interest is on the role and responsiveness of education to social problems like these, with major focus on Life Skills and Life Orientation CAPS policy established by the basic education sector as the only school subjects designed to enable this sort of change through content on civic values. Some of my assumptions were that, education helps with betterment of livelihoods for young peoples through knowledge and skills teachings to learners, and that should be the sole focus of education. I also assumed and acknowledge that teachers are central mediators of education policies. Hence, I started this research hoping to know and understand how teachers teach civic values to primary school children since I had no idea about LS and how it is possibly taught. This research brought into context emancipatory ideologies in the form of critical theory in education and the lens of social change. Although the critical theory is interesting when applied in education, it would be almost impossible to achieve the research aim without infusing curriculum and social constructivism into the literature as these are closely interconnected to the policy under investigation.

My main role in the research process was planning, organising, coordinating, executing research process, and analysing research data, resources, and completing project under the guidance and with the support of my supervisor. The collegial relationship I have with participants, my observations and perceptions I have about the case at hand may have influenced the way data came about, the research results and their interpretation. However, I have tried my level best to not temper with the originality and integrity of the study because of those dynamics.

3.10.2. Thematic analysis

Terry, Hayfield, Clarke and Braun (2017) have applied qualitative thematic analysis in their study on qualitative methods in psychology, to exemplify the appropriate use of thematic analysis in a research. This extends my interest and reason for using this technique of data analysis for this study.

In this research, a thematic analysis was used with themes generated from participants' responses to the focus groups schedule. Thematic analysis is a technique of identifying and classifying themes within research data context in connection with the research question (Braun & Clarke, 2013). Themes are therefore intentionally created by the researcher from extracts in the datasets. These extracts from which themes originate will be presented in the

next chapter. According to Wilbraham (1995), multiple themes may appear in any segment of texts – that is, dataset. This explains the power of thematic analysis in providing flexible, in-depth description and concise information produced from large data (Wilbraham, 1995).

At first, I transcribed and translated the data from Sesotho and isiZulu into English because the participants were comfortable in speaking their languages and code-switching to English. As per their request to speak their languages of choice, I allowed them and was delighted with it. Then, all the data were coded manually using Microsoft Word document.

The process of coding was undertaken to organize the data into groups. This was instigated by reading, interpreting and understanding each response statement in line with the asked question, comparing and contrasting the responses of the participants' statements and highlighting comparable and similar concepts and phrases. As the main coordinator and reporter of the study, I then made a close-reading, scrutiny and re-arrangement of themes generated from participants' responses. At this stage, extracts that I considered unimportant, and out of line with the asked questions were eliminated from the themes. Then, final codes emerged based on similarities and relatedness of all participants' statements in response to each question included in the FG schedule. Further, codes also emerged in my mind as I had already known and remembered the stories of each participant. This consisted of pseudonymisation of participants for their identity and data protection. Therefore, phrases and words were added in each code heading explaining what the code entails, even though other themes were expected and deliberately placed as themes. The next step was to remove some phrases and explanatory words to my satisfaction, with significant phrases to the research aim and question remaining.

When the entire data was coded, themes were constructed. The process of theme construction involved combining these codes across the datasets to get a bigger picture and a better understanding of the data. However, some of the themes, such as "respect" and "morality" were already anticipated and bound to emerge because they are civic values that the study specifically focused on, and some questions were precisely pinpointing them. According to Cohen, Manion and Morrison (2017), themes should be consistent and unique in that they derive from data excerpts and provide varying and similar insights (Braun & Clarke, 2013). For this reason, data extracts from both FG's were used as primary data and not the secondary data. This will be illustrated in the next research chapter. The main themes that were of great importance and I was searching for were those of civic values within which

pedagogical practices of LS and LO teachers would be traced to answer the research question. Some of the themes, such as "Extra mural activities and educational resources" were merged because they are complementing; they speak about closely related subject, and they build up from one another.

3.11. Conclusion

This chapter conferred the study design and methods, where the following sections were covered and justified: sample and sampling, selection and description of case study, focus group schedule, data collection, research validity, research strengths and limitations, ethical considerations, and data analysis. In essence, qualitative research strategy was used within an interpretivism paradigm, whereby knowledge and reality were viewed from the experiences, opinions, and expertise of LS and LO teachers of Phumelela primary school. LS and LO teachers were, therefore, sampled due to their expertise in the curricular policy on LS and LO, and knowledge of learners from Sicelo community. While Phumelele primary school and the case were chosen because of their theoretical significance and relevance, and for their similarity to other cases of this nature. Primary data was collected in the form of FG discussion with the sampled participants, and all the questions in it were precisely answered, although one question was not clear to the participants, and not appropriately answered. All ethical measures of conducting research for academic purposes were undertaken as evidenced in the annexures section of the report. Research validity was ensured through Lincoln & Guba's (1985) criteria for standard research, in which research credibility, transferability, dependability, and confirmability were discussed. However, the chapter also disclosed the research strengths and limitations, some of which are the use of case study and theory as basis that provide research strength, and use of qualitative approach together with interpretivist paradigm as research weaknesses. Thereby, compromising the generalisability of the study results.

Chapter 4: Data presentation

4.1 Introduction

Data analysis process for this study was performed making use of thematic analysis. Here themes were generated from the primary data obtained from research participants through focus group discussions (FG). Before themes were generated, all participants' responses to the questions asked as reflected in the FG schedule, were thoroughly read. After carefully scrutinizing the responses, codes were developed based on the responses. Codes with similar meanings were grouped together, while the others with different meanings were eliminated from the code groups. Different themes were then generated from those codes along their data extracts, in which the researcher also used preferred wording for the entire codes and data extracts that carried similar meanings. This process was repeated over and over again as codes were edited, extracts read several times to the satisfaction of my coding, and then, final themes were given.

Key themes that emerged from the dataset are, respect and social cohesion, morality, extra mural activities and educational resources, and social environmental factors**.** Each theme will be unpacked in the next sections.

4.2 Respect and social cohesion

Respect and social cohesion are key terms that were used in the inputs that were offered by research participants to convey the idea that respect is a key value in society and for social cohesion. Therefore, if respect is instilled onto young children, social cohesion promoted, they will grow up to be respectful citizens in society and in their workplaces, and they will understand and be able to tolerate and respect other people that differ from them. This then unites people as they are able to live together despite their differences. To illustrate, Precious mentioned that:

> *Respect goes a long way – it takes us to work and everywhere else. From home we grow up with it and it takes us everywhere. If at home there is no respect in your upbringing, wherever you go you won't respect people. So that is how it goes* (Precious).

Participants used a range of terms to describe respect and social cohesion, and their importance, including tolerance, and helping one another. For example, the following participants mentioned that:

> Safufu: "if we tolerate each other with our different backgrounds, cultures and tribes, that limits many conflicts. So tolerance is a very important value we need to have."
>
> Mkhosi: "I think, if we can learn to help each other, right, whereby another person…shows the sense of working together with others."

The above first extract by Safufu indicates tolerance of people's differences to substantiate the first statement on respect and social cohesion. The other extract by Mkhosi demonstrate the preconception of unity as the component of social cohesion, in which the participants hold on the notion that when people help and respect one another, they will be united, live better in society, and that is also a sign of humanity.

Education is, thus, comes in as it is perceived as an important contributor to social transformation through curricular enactment, and in terms of pedagogic approaches as participants mentioned civic values that are indorsed in the LS and LO curricular, and expressed how they teach values. This varied with values, teachers' teaching styles, personal beliefs and policy guidelines, and such values include respect and acceptance. Acceptance is one strategy and core value used by the participants in their teaching. For instance, Nkokheli says that:

> *We instil humanity like, to make an example of a personal choice, they differ in cultures… acceptance, right? That's how we can teach them that as humans, you are going to meet them, they differ, you must accept them and treat them with respect. It also goes with the issue of "how do we teach them acceptance?" they must accept others as they are. Sometimes they will study with learners, one that may be walking on crutches, another disabled… so you don't make a joke of that person* (Nkokheli).

Modelling was a second strategy through which respect, humanity and personal responsibility, and other values can be taught since participants expressed it as a key and basic strategy in which any teaching should go about. To demonstrate, Safufu said that:

> *You cannot teach children a good behaviour whereas you don't understand a good behaviour yourself, you cannot teach another person respect and so on and on, if it is not within you. So, with kids, I think one of the most important things, one of the most important methods that I think we can use is to model. If we teach respect, we need to model respect. As Mr [Nkokheli] said when we spoke about respect, that if I am an adult I need to treat the young ones with respect, so that they will understand the importance of respect* (Safufu).

Accordingly, Noka mentioned modelling as a vital teaching method with regards to imparting rules to pupils using 'forgetfulness' as one description he gave learners as response to the teaching they receive. He said that:

> *Most of the time when we talk about learners, we talk about people that…when you tell them something, it does not sink into their heads more than when you do that thing. Then, I think if it is started by you, show responsibility. Don't just tell them, but practice it* (Noka).

Research participants perceived modelling as something that should be practical and constructive rather than impractical, in terms of their teaching, as this shows a sense of reality and prominence of civic values in society, and children often learn through observations. To illustrate, Nonhle mentioned that, "setting example in the way you communicate with learners, because don't we earn respect? The way you do things, the way you talk to kids they observe that 'okay'…" While Safufu also commented that**, "**I think if that thing becomes more practical, they do it practically."

Rules were also said to be important strategic methods used by teachers in their teaching, and through which civic values can be taught as participants often mentioned them, varying from classroom to whole school rules, including Learner Code of Conduct. For example, Nkokheli commented that:

> *I think it should go together with rules. How can you teach them? Through rules! After eating, put your dish somewhere. After school, you take your books somewhere they must be…rules are like time. Okay, it is time now, to wake up, to wash, to polish shoes, it should work in hand with rules. At certain time at six, I polish shoes. It's rules. It's rules that… through rules because if there are no rules, they will never learn. Like rules, a child knows, when it's five hours, she or he must be home. It is a*

rule. Do you see? As you say you must also practice the same. Don't tell a child to be home by five, then I arrive at ten (Nkokheli).

Precious and other participants also expressed their opinions on the rules, emphasizing their essence in teaching civic values to young citizenries, and how rules are applied in their teaching, saying that:

By giving class rules. Those class rules will assist, not that I will teach the rules. Then there are also… a Learner Code of Conduct. It also really assists for learners to, to… at least be focused, it's like certain school rules (Precious).

The depth of the use of these teaching strategies depend upon each participant, and the manner in which the methods are applied also varies amongst teachers. For example, Safufu commented that:

We can teach responsibility in a way of correcting. It should be more corrective to teach that, okay good neh… what I do with my child at home right, to encourage responsibility that 'you are more responsible for your own things'. Whatever you have you are responsible for it (Safufu).

4.3 Morality

Morality is another crucial value that research participants identified as central to their teaching. This was linked to good behaviour, and social transformation of learners in that it was believed to be a value that 'changes' the 'bad' things that children do, and encourages 'good' things that they should do. For instance, Safufu mentioned that:

The high standards of morality nurture a person, because as Mr [Nkokheli] said when he spoke about a good behaviour, morality is up there in the good behaviour. When they have those morals they stop them from doing wrong things when they grow adult (Safufu).

Research participants also associated morality with what is believed to be acceptable and normal in SA's civil society, that is, disability; and other numerous curricular values, including acceptance, respect, and love. To illustrate, Lesedi commented that:

We are also instructed to teach learners that as living humans, we are different and we must accept each other, there is someone who cannot walk, there is someone who cannot see but in the end, we are all human beings (Lesedi).

Some research participant used respect to indicate the state of immorality in modern society as they mentioned that respect is lacking on young people, contrasting behaviour of the young generation and that of the old generation. For example, Precious said that:

You see, our children of today don't respect adults. For example, you may greet a child 'hello little one'. She or he will respond and say, 'Eita ma'am', or 'Hi ma'am', what is that? Another thing is, in totality, children do not respect adults – they can no longer tell whether this is a mother; this is a father; this is a sister; this is a brother…even the way in which they address people. Let's say at home I grew up calling my brother by "brother". All males, irrespective of whether they are young or old, they are brothers. It's a way of showing respect. If we look here, in our generation, how kids call young women, they do not call them sisters… (Precious).

4.4 Extra mural activities and educational resources

Extra-curricular activities are social activities that research participants mentioned as paramount pursuits, socialising methods, and curricular requirements through which they teach civic values and forge good behaviour amongst their learners. However, participants also highlighted lack of resources as an impeding factor to performing these activities and to enabling the desired good behaviour among learners and in society. For example, Safufu commented that:

We need to look into the process of teaching and learning in a holistic way. Right, as Mr [Shava] said, lack of resources. Imagine if learners had access to library, had access to… laboratories, yes. It minimises the time a child can spend. The bible says what do idle hands do? If a person is not busy, then she or he will have time for other things, you see? So the more resources become available, the more learning will take place. Less time for other factors that go against whatever value that we are trying to instil onto learners. Also, another important thing, speaking of teaching and learning, I spoke about structures. structures, many structures, if it happens that we are going

> *to have a Soul Buddies structure, just making an example of Soul Buddies because it is the one that mostly focuses on values, that will be the structure to determine what is it exactly that they are teaching these kids, what these kids are gaining from those structures. Then if a learner, for example, there are structures that focus on values like YCAP and so forth… then, all learners need to participate. Then if they are unwilling to take in those value and live with them okay fine, Safufu as a coordinator... We meet now and now again. Our thing is structured and well planned* (Safufu).

Research participants also pointed that extra mural activities expand to communities, beyond the school environment; whereby children attain values, learn good behaviour and how to live with others. However, participants were not specific on the activities within the schooling environment. For instance, Precious said that:

> *You know at home, kids sometimes play football, there are clubs they attend. So, in those clubs, there are rules given to them as to 'you see here in this club, we do this and this, if you don't want to arrive on time, then you are out; if you don't wear the club's uniform, then you are out'. So, that child knows that they are supposed to be responsible, be punctual, and do everything in the club. I mean, there are activities they do in the community that help young children outside of the school environment, and besides church, because even at church they sometimes have Sunday School sessions that teach kids about child behaviours* (Precious).

4.5 Social environmental factors

Social environmental factors are some of the critical contextual issues that research participants raised as huge dynamics that interfere with their teaching, and learning process of learners, more than just lack of educational resources. This includes dire living conditions of learners, and clubbing around them. Therefore, community is expected to be directly involved in their children's education, learning, and in the social transformation process of learners in the community as participants perceived learners as the mirror and products of their community, and the community as the space through which children should learn values. For example, Safufu said that:

> *…the problem with a child, it takes five minutes to undo all the work you might have done in that eight hours. To make an example for you, you are a Life Skills teacher.*

> *You teach these kids about the dangers of substance abuse, the dangers of a…teenage pregnancy, participating in sexual activities. Okay sharp. When they get to the township the child stays in a shack, shacks are located in this way: next door, here next door (showing signs with hands) people are boozing, insulting one another, people having sexual intercourse, people doing this and that. It means whatever the matter we are trying to address here at school in a matter of minute it will be forgotten at home. So, social context has a very big role to play before we come to school. In other words, as much as the school as an organisation might try to instil all these values, there's even a bigger role, to model and to further instil these values. Children grow up in… in actual fact, a child who grows up in a family with parents, both mother and father present they are working and stuff. You may realise that they can't instil these values and other things. And then the child has to hustle every day because he or she stays alone, during weekends he has to go work somewhere. You can teach him or her, tell them that my child, do not steal. But in order for him or her to sleep having eaten they have to hustle, steal peaches, right. So a social factor has role to play, in that…when it comes to teaching values* (Safufu).

Other social contextual elements that can potentially bring about good example, and change young children for the best were perceived as missing in action by the research participants, such as people that children can look up to. To demonstrate, Nkokheli stated that:

> *Have you seen when role models do something? People like to follow them. "If I can become so and so…", 'only if I can be so and so when I grow up.' … if there can be role models in the location, you see? "Hey, us we live next to KG's and KB's house!" You see?* (Nkokheli).

The role model factor was further used in an exemplary model to emphasize the necessity of models around underdeveloped communities, and to demonstrate the effect of social influence in shaping the lives of young people. To exemplify, Safufu added that:

> *One guy who just went out from jail once said that the reason why he does wrong things. He said, "I didn't do crimes because I was suffering at home, we were not poor at home, but it's a lack of positive role models." You find that when someone has completed his or her studies, you see, who has become a Doctor and what what. She or he goes out of the township, okay fine. The moment he gets out of the township, the people he meets and see are people who hustle to get money. Only to find that this*

man steals cars, does this and that… okay fine, he didn't get out right, then it starts there. So if there were more positive role models, people who create their success through education and hard work, you see, some children would love to look up to them. Then they would also do the things that those models would be doing, and then yeah (Safufu).

4.6 Conclusion

The chapter addressed two things. First, recap on how the research themes came about, which was stated in the introduction of the chapter. Lastly, data presentation in the thematic format. Concisely, the process of identifying and creating themes from the dataset involved a repeated scrutinising of the data, creation of codes based on the responses from research participants, cleaning of data, and comparison and contrasts of the data extracts. Crucial themes that came about were respect and social cohesion, morality, extra mural activities and educational resources, and social environmental factors.

Key research findings pointed that respect and social cohesion are crucial values that promote tolerance and unity amongst children and in society. Teachers use varying strategies to instil these values and other values into children. Some of the methods they use are acceptance, not just as a value but as a strategy too, modelling, and rules. Morality was also identified as an important value used by the research participants in their teaching, linking it to a good behaviour and what is deemed acceptable that should be upheld in civil society. Extra mural activities and educational resources are other aspects of teaching that research participants perceived as vital in the children's social life to mould their behaviour and reinforce social transformation. These activities were linked to educational resources, since they can be done with the availability of resources concerned, however, resources are lacking. Then, research participants also identified social environmental factors as aspects of some children's living conditions and daily social experiences that negatively influence educators' teaching, and learning processes of learners.

Chapter 5: Discussion of the findings

5.1 Introduction

In this chapter, the data presented in the previous chapter will be analysed thematically in accordance with the themes it was presented in. At this point, an interpretation of the data extracts is provided along with literature intergraded into the discussion. Braun and Clarke (2013) state that an analysis of qualitative data involves balancing extracts taken from the datasets with an analytic narrative that a researcher adopts. This, thus, provides a ground for the study to note, critically point out and explain the data extracts beyond just paraphrasing or describing them.

Therefore, the forthcoming discussion will be done within each theme and all themes are coherent. Every argument is substantiated by data extracts from the datasets, and the literature that will be infused has been reviewed and used in the study in the previous chapters, other literature used was a reflection to some of the arguments made by researchers due to ideas and discussion that arose in the chapter. In so doing, the research contributes to the existing research or body of knowledge, proves and contrasts theories that have been reviewed. The order of themes is, first, Respect and social cohesion, followed by Morality. Next is, extra mural activities and educational resources. Then, the last one is social environmental factors.

5.2 Respect and social cohesion

Research participants frequently mentioned respect as the key value in their teaching and in civil society. It was described in terms of its longevity in that it is a value that human beings grow up with, as Precious had said, "respect goes a long way – it takes us to work and everywhere". It was also used to compare behaviour of young generation to that of old generation as research participants strongly believed that young children are disrespectful:

Nolillian: "You see in the bus, when an adult is standing, you are supposed to let them sit, then you stand. Again, today our kids of today go around the streets holding hands, touching and kissing each other and there is no respect in that."

Precious: "You see our children of today, they don't respect adults."

In her statement, ‘respect is something that people grow up with’, the participant emphasises the essence of respect in children’s upbringing. The comment overlaps with another participant who stated that children are disrespectful nowadays, judging from children’s behaviour when they are together and/or around adults. However, there is a gap between this finding and the reviewed literature as the literature could not disclose the prominence of respect in human upbringing. Although Mino (2020) writes on civic values; how they are taught in civil society compared to traditional African society, he overlooks the fact that contexts differ and so do times. This means that the way in which people lived in the past may not be the way in which people are groomed today, in terms of values. Research participants also view respect as something that can be taught at home, or at school, as well as a value that they use in the teaching process, which also contrasts the perception that respect is earned. For example, Safufu mentioned that, “If we teach respect, we need to model respect”, to imply that respect should be reciprocated – given and earned in other words. This implies that when one person respects another, they will get the same respect back, case assured. Critical and social learning theories strongly accentuates mutual respect in which a teacher does not subordinate a learner but respects the learner and is able to learn from him or her (Bandura, 1977, Freire, 1996). Nevertheless, the theory still does not deliberate on prospects of communicating respect or other values. Perhaps respect can be taught, but the way it is taught may not be the same, especially in the informal context of it being taught at home – children grow up in different homes and raised by different parents. Resultantly, this makes it look as if some children are disrespectful when whatever act they do is actually respectful to them. Which means that respect could mean different things to different people, and in most cases, people decide who to respect and not to respect, for some reason or another. The research participants probably have certain level of respect expectation from learners, which may not have characterised in them or displayed by them, hence the ‘disrespect’ comments. Again, based on the discussion with the research participants, respect as a value cannot be measured, henceforth, the difficulty for them to keep up with the learners’ ‘disrespect’ or to look at respect from this point of view.

Therefore, this means that civic values are not often common amongst all community members; values for some may not be values for others. This is because in nature, humans are different (their beliefs, emotions, opinions, to mention a few), we are raised by different people, we attend different (or similar) schools, we learn and understand information differently, and we are influenced by varying social relations. However, in the end,

community members need to compromise some values and beliefs systems to unite with other members, and reach common goal as one in society. Thus, education continues play a big role in socialising learners, teaching values, knowledge and skills, and manipulating people's choices (Bandura, 1977, Carr, 1995). For instance, in South Africa there is only a single basic education national curriculum policy regulated by the state across all learning areas, that is CAPS, of which priority focus for the study was LS and LO.

Respect is further aligned with tolerance to demonstrate the ideal social cohesion. Participants often mentioned 'helping one another' as crucial form of unity among community members as Mkhosi said in the FG discussion. Although, this may create a hollow and a conjecture that by assisting the next person we are a unity, because one can assist a mere stranger from a different social class or belonging and still not form part of social solidarity. This also means that social cohesion is equivocal in a sense that it could mean different things to different people, though it has to do with unity amongst community members emotionally, ideologically, or in values (Okeke, 2008). The social cohesion in the form of helping one another in this regard connotes that there are still inequalities in the South Africa's society, and education has not yet rooted out those inequalities (Christie, 2008, Jansen, 2004) Okeke (2008) also highlights educational and social inequalities across the African continent. This has a huge negative contribution to the livelihoods of many learners in underdeveloped communities, and moderates the effect of education in the social transformation process.

Other aspects of social cohesion that research participants pointed are cultural and tribal aspects of the South African society, according to which South Africans need to accept and 'tolerate' as Safufu said, "if we tolerate each other with our different backgrounds, cultures and tribes, that limits many conflicts." Despite Safufu's opinion in this case, the manner in which he said is not convincing to promote social cohesion. It rather sounds as if tolerance, as a value, should be upheld to respect cultural and tribal differences for 'peace sake' when he says, 'to limit conflicts'. However, the whole binary notion of cultural and tribal elements becomes problematic when it comes to teaching LS and LO because, firstly, research participants were not clear enough to elaborate on those and their relevance to how they influence their teaching. Lastly, these are broad and tricky concepts to deal with in the context of teaching LS and LO as they can be themes on their own in the same or separate report, even though they are social terms.

Hence, research participants identified several models and values that they apply in their teaching. Acceptance was one of them. In this instance, participants said acceptance is crucial in their teaching, exemplifying with humanity as one focus value aligned this study, and disability as point of reference and an example. Here, participants used acceptance as something that should be enforced rather than being done voluntarily as Nkokheli said that, "...they must accept others as they are. Sometimes they will study with learners, one that may be walking on crutches, another disabled… so you don't make a joke of that person." Acceptance sound important and humanising in this case, but if complete acceptance is viable is questionable. Okeke (2008) strongly encourages acceptance, social cohesion and tolerance amongst Africans as this restores Africanism and promotes courtesy. In some cases, acceptance is a matter of personal choice, not something that can just be taught or used in a lesson on values. The extent over which acceptance can be given or taken in society is not clear, since Okeke (2008) does little to substantiate the concept more than encouraging its use. Probably, the most relevant concept for that matter could be the one mentioned in the previous section, that is, tolerance, although the two may overlap. Besides, children have peripheral propensity to misbehave. They can laugh at anything and anyone, not because of another learner's disability, or failure to accept others. They can also fail to comply with acceptance of rules, others, or anything if in their social and living environments those things enforced to be accepted are foreign.

Research participants also recurrently mentioned modelling as another key approach they use in their teaching, demonstrating the idea that values can be taught through practice, and learners learn through observations and action. This carries the notion that by practicing certain practice that is value-based, learners will follow, which is naive reality. The idea proves Bandura's (1977) behavioural model, that children learn through three stages –that is, observation, modelling, and imitation. However, Bandura (1977) could be claiming an overgeneralised judgement in this case, which perceives modelling of behaviour as liquid in that it regards modelling as an action from which all learners can learn. Therefore, overlooking or not considering that learners learn differently as they are also different. For teachers, that means that indeed a good display of morals and values before children helps them to learn and grow, but, they should consider varying teaching strategies for these values to different children – that is, 'pedagogical inclusivity' and creativity, not 'one size fits all' kind of approach. Subsequently, if teachers model good life, good things and success, learners have better chances of becoming such too, as Nkokheli mentioned that, "…we

produce good community members, or disciplined leaders." Although this does not guarantee social change or production of good citizenries, it promises such. Hence, pedagogical knowledge is equally important as content knowledge of curriculum policy as this enables teachings to take place successfully in the classroom (Bernstein, 1971, Shulman, 1987).

The data also means that the ill behaviour and attitudes of learners can be changed for the best when teachers implement education policy at the level of learners' understandings, learning styles and contextual relevance. Education, on the other hand, has the ability to liberate, conscientize, but at the expense of teachers' skills, knowledge and pedagogies, which can be very broad and may fail to reach out to all the learners, especially those with ill behaviours (Freire, 1996).

Another model that research participants emphasized were rules, about which they said that they assist in their teaching in terms of instilling civic values, controlling and managing ill behaviour of learners, as Precious said that, "Those class rules will assist, not that I will teach the rules." Although rules may be useful in backing the teaching, some learners simply do not follow rules, which could problematize their teaching and interfere with social change process in the classroom. Hence, education department may need to strategize interventions of dealing with problematic learners beyond just suspension as prescribed in the National Education Policy (Juta, 2017). Perhaps these models should be used situationally or interdependently as they may work best in that manner to teach civic values and to transform society.

5.3 Morality

Research participants also mentioned morality as an important value in their teaching, in which they primarily focused on the good behaviour. In this case, morality was conveyed as a fundamental value with transformative mechanism in that it encourages and enables social change by eliminating attitudes and behaviours that are believed to be wrong among learners, as Safufu stated that, "When they have those morals they stop them from doing wrong things…," to demonstrate the change element in morality.

Morality was further associated with and described in terms of respect and acceptance. This was also linked with what research participants believed was normal in their upbringing and abnormal in today's children's upbringing, through comparison of lifestyles in terms of behaviour and respect, even though the 'normal' term was implied. For example, it is moral

to threat other people with respect, and accept them with or without disability, as the research participant Lesedi affirms that, "…as human beings we are different in many ways, in terms of abilities and disabilities. But the treatment that you give to the next person shouldn't be differentiated because of how people look like." Moreover, in terms of respect and acceptance as terms used to describe morality, participants highlighted that these are vital in their teaching and to the learners' social transformation, development and learning processes. However, it becomes problematic when the participants themselves do not do as they claim to do in teaching civic values and as prescribed in their lesson plans. For example, Nonhle commented that:

> *I just asked one learner a moment ago, me and the other teachers, asking him to help carry our papers from Mr Noka's class to here. When he had just put them here on the table, he said:"Hah teacher, you won't even pay me with nothing!" You know, I backed him off. I just said voetsek!* (Nomhle).

Here, the research participant finds it normal to send a learner and never reward him because she probably does it more often. It is normal to her. A learner asking for a reward is not normal to the teacher – it is an alien behaviour, then the teacher used the "*voetsek*" (go away) word which some people may find offensive. This then goes back to respect, as to who gets it and when they get it, because when the teacher insults a learner, the learner might not respect her back, and the teacher could have failed to teach that learner respect.

Prominently, there are even deeper contextual challenges regarding morality as used by the research participants in their teaching. Specifically, the age gap between the teachers and learners cannot be side-lined as a key factor contributing to the teaching, which the participants do not realise. In this instance, teachers are older than learners, therefore, they should expect learners to behave as kids, not as adults. Donagan (2014) describes morality as social principles that guides peoples about what is right and wrong, and what is good and bad in terms of normal and acceptable behaviour in society. Culturally, adults in traditional and modern communities decide what behaviour is right or wrong then guide the younger ones (Donagan, 2014). However, adults tend to exploit, discriminate children and exaggerate morals at the expense of being adults, especially when they reach certain age (Bytheway, 1994, Palmore, 1999). Which means that ageism has an effect in the manner in which teachers view learners as they find them disrespectful. Again, cultural differences in terms of behaviour, right and wrong could be perpetuated by other factors such as religion. Research

participants constantly mentioned religion as vital structure that cannot be disregarded when it comes to values and their teachings. For example, Safufu commented that:

> *Religion… It's very important and we cannot be able to disregard it because even if a child grew up believing in it, even if a person believes in it, but if there's one thing everyone is educated on is that there is love, respect, tolerance…* (Sfufu).

Although the participant was not clear on the type of religion or what he was referring to, other participants, Nonhle for instance, described religion in terms of physical structure when she said, "I think church…". Another participant, Nkokheli even quoted a bible as he said that, "Exodus, Ten Commandments, you see? It says… it has values, so it also fits," to imply Christianity and to signify the values it teaches the believers, which is an item that was not discussed in the literature. The problem with religion, though, is that it informally indoctrinates people with its own values using the bible as curriculum, in terms of Christianity. Moreover, not everyone is a Christian. Some learners are Hindu, Muslim, Rastafarians, others believe in ancestors and others are non-believers, while some may be anti-religion, or at least their parents. Therefore, it may be unfair of teachers to use religion as point of reference or as a method in their teaching as this means that they are religiously discriminated against and they are educationally excluding other learners according to the National Education Policy Act 27 of 1996 and the National Schools Act 84 of 1996 (Juta, 2017). This means that social change is not an easy process to undertake as it encompasses many challenges, some of which have been discussed. For society, this indicates that people need to decide what is best for their learners and which schools will align with their home teaching of values, culture, and religion as the National Education Policy allows parents to choose schools in which they will abide with the school policy, and practices on culture and religion, as informed by the Constitution of the Republic of SA and the Human Rights Institute of SA (Christie, 2008, Juta, 2017). Additionally, one other factor that could affect teachers' view of morality, and how it is applied are social environments in which they live, which also incorporates varying aspect of social context of teachers that may clash with that of learners. This indicates that somehow values do clash. The section on the former will be discussed in its own theme in detail on the section after the forthcoming one. Also, on the note of morality, it can be associated with within the context of the participants as they mentioned behaviour, acceptance, and respect as crucial elements of morality in line with the generational time of theirs. Possibly, this is only applicable in the Black community as per the research case and context. Within the White community where Western culture is

practiced, a moral and normal behaviour may be completely immoral and abnormal in the Black community and in an African cultural context.

5.4 Extra mural activities and educational resources

Another crucial aspect of teaching civic values that teachers used were extra mural activities, which are often used with the availability of educational resources. Research participants emphasized that the unavailability of educational resources to execute extra-curricular activities and examinable practical activities, such as sports ground, human resource, libraries and laboratories hinders their teaching, as Sfufu commented that, "…lack of resources. Imagine if learners had access to library, had access to… laboratories…" which means that resource availability remains in their imaginations.

However, teachers were not precise on those activities that they use in their teaching, and how the lack of resources become a barrier to teaching values. Indeed, extra mural activities are crucial part of children's learning process because even physical education academics, sports intellectuals and psychologists argue that physical activities such as soccer, netball, exercises and so forth, help increase learners' cognitive development in terms of thinking and reasoning capacity and academic performance (Bailey, Armour, Kirk, Jess, Pickup, Sandford & the BERA Physical Education and Sport Pedagogy Special Interest Group, 2006). Other researchers strongly believe that these activities improve learners' health, behaviour, and social association with other children (Bailey, 2006). This means that education also plays a role in enhancing learners' mental and physical health, and beyond, because in some cases these activities help learners find their strengths and talents, most of which are not gifted academically. For example, a learner may participate in soccer as an extra-curricular activity and become good at it. Then, become fortunate and end up playing for big football clubs, especially when they had learned the discussed values such as respect, humanity, tolerance and acceptance as research participants have put emphasis on respect, that 'it takes you to work and everywhere'. Unavailability of resources to perform the activities could also mean that learners can miss out on the good repercussions of participating in extra mural activities. One key dynamic and power of educations is to help learners realise their potential (Bailey, 2006). Regardless, some learners may also simply not be interested in participation in such activities, and participation may, therefore, not be beneficial to them or satisfactory to their personal interests and educational needs.

Therefore, some children may not need to participate in extra mural activities to realise their potential and even achieve their goals. Janse (2004) and Themane (2019) have also highlighted the lack of resources to carry out these activities and other basic activities such as reading and writing as a serious challenge in most black occupied schools. That cannot be used as explanatory justification for not practicing extracurricular and co-curricular activities in disadvantaged schools, though (Christie, 2008). This is because participants pointed that they improvise due to their institution not being well resourced. there are many schools in SA and across Africa that do not even have primary educational resources like textbooks, however, they still manage to improvise at the best interest of learners and their learners do very well academically and in non-academic activities. Therefore, resources may be unevenly distributed across schools; there is not always a compromise on teaching civic values and other knowledge because of resources. This does not dispute the fact that lack of resources does negatively impact on the research participants' teaching, though. In this regard, society needs to value and appreciate education, and protect schools and their amenities as these assist communities and their children. It also means that society and education have a symbiotic relationship as Desjardins (2015) states, that education develops and improves children's knowledge, skills, and values; as a result, the relationship between the two is a give-and-take sort of relationship.

5.5 Social environmental factors

One other thing that research participants perceived as vital in their teaching is knowledge and understanding of learners' social environmental backgrounds, which becomes challenging since the issues negatively impact on the participants' teaching, and on the learners' learning process. These issues were described as contextual factors, and a number of them included dire living environments in terms of home and family structure. Safufu commented that:

> *…When they get to the township the child stays in a shack…people are boozing, insulting one another, people having sexual intercourse… a child who grows up in a family with parents, both mother and father present they are working and stuff. You may realise that they can't instil these values…* (Safufu).

Unequivocally, children may can become distracted by the environmental issues they come across at home and in the community, then, their learning process may also be interrupted.

This is because just like everyone else, children do not exist in a vacuum, they exist in social contexts that affect their upbringing be it emotionally, physically, mentally, spiritually or academically. The social learning theory points that people learn through interaction with others in society (Bandura, 1977, Nabavi, 2012). Hence, even the civic values that they learn at school can seem useless in and based on their local contextual experiences. As Wadesango, Chabaya, Rembe and Muhuru (2011) argued, children who grow up without proper parenting, without parents, and/ or in an underprivileged communal setting tend to be troublesome at school, bully other learners, become disrespectful and even have depression. This is mostly due to the emotional effect that come with their social experiences more than just observations of those experiences. Therefore, community and learners' parents, especially those that are alive, do not play their parenting role well. In turn, they fail their children.

Social environmental factors should, perhaps, be viewed from a positive rather than a negative perception – in a way that such factors may also act as motivation that can make a learner work harder in her studies and non-academic work to get out of the situations. There are children who lived in even worse environmental contexts, who, for instance would sleep with hunger, and been homeless, but today they are successful business people, engineers and academics.

Research participants, further associated social environmental factors with lack of models from which learners would learn good values and good practices, as Nkokheli said that, "… 'only if I can be so and so when I grow up.'… if there can be role models in the location…" to indicate the need for good role models. Freire (1996) argues in this regard within critical theory, that society should take it upon themselves to develop, conscientize and help children realise the wrong and oppression, then change the social ills. Notably, based on the research participants' description of the children's social issues they experience in the community, and the lack of resources to enable teaching and learning, it is an indication that social and educational inequalities are still tenacious in the country, and it's been over 28 years now. This makes the UNICEF's (2019) statement that many children living in underdeveloped communities continue to demonstrate learning issues due to those living experiences, accurate, especially in the African continent.

Although role models or lack thereof could play part in children's learning, it may not necessarily have anything to do with how teachers teach civic values. Additionally, not all

children would want to look like a local role model since the participants postulate that learners could easily do as role models do. This then demonstrates that even though community can play role in teaching civic values and transforming learners, education still has an overarching role to play in children's learning and social change. Thus, Freire's (1996) critical pedagogy is but incremental and somewhat unrealistic in effecting conscietization in society if some community members will rely more on other to learn. Moreover, education policy cannot solve all problems faced by society on its own nor can it cultivate social change in isolation – it needs other social policies to back it as some problems require economic policies, and social policies. For example, poverty and homelessness requires social policy through which people would get food, jobs and houses urgently. Besides, not all children can be successful and/ or realise their potential through education. Which means that other spaces need to be explored to assist those learners that struggle academically, through government and private sector intervention, and non-profit organisations.

5.6 Conclusion

The chapter provided key discussions pertaining the data presented in the previous chapter. In the theme 'respect and social cohesion', the discussion demonstrated that while the two interrelate and both cultivate social change, there still remain underlying cultural, social, and personal differences that affect how research participants teach values. With 'morality' theme, it was discussed that it may be central in teachers' pedagogic practices, the value is problematic to work with due to contextual challenges, including religion, culture ageism and social experiences for both teachers and learners. Extra mural activities as the theme and vital dynamic in the participants' teaching were also discussed, and the prominent discussion was that these are important for socialising learners, and for helping them improve academically, physically and health-wise. However, they may not necessarily benefit all learners or meet needs of all the learners. The last theme, social environmental factors', was discussed, with a discussion alluding that poor living conditions of learners and other horrible experiences that participants had mentioned affect how learners learn and behave around their peers and adults. However, they can still use the challenges as learning curve and inspiration to do better for themselves in life through education, and others through other social policies.

Chapter 6: Conclusion

6.1 Introduction

Any qualitative study contains a synopsis of all the research chapters to provide a recap of what transpired in the chapters and recommendations for future studies building from the study concerned (Braun & Clarke, 2013). This research aimed at exploring ways and means used by LS and LO educators in their lessons on civic values to foster social transformation among learners in underdeveloped communities, with major focus on Sicelo community as chosen typical case.

The data was then obtained, processed, analysed, and research findings were discussed in the previous chapters. In this chapter, research summary, findings, and recommendations are offered respectively. Each section is detailed in accordance with research data, findings and the reviewed literature that were used throughout this study; the summary offers brief outline of research chapters from chapter 1 to chapter 6. Findings offer results of the presented data and discussion thereof. Then, recommendations provide possible solutions to the research problem, findings, and offers ideas on how best the research can be broadened in future.

6.2 Research summary

This research report covered 6 chapters. In Chapter 1 an overview of the study was offered pointing that civic values have long been overlooked as crucial components of education and civil society, since larger focus of education has been on knowledge and skills production. This was done with reference to SA's CAPS curriculum policy on LS and LO as curricular subjects whose content contains civic values that can potentially promote social change among leaners from underdeveloped communities. Varying curricular contexts were reviewed in this section, including South Africa's context and global context.

Problem statement was presented pointing that primary school learners' ill and disruptive behaviour is problematic, and challenges teachers when they have to enact national education curriculum policy. This was theoretically linked to other social ills that reinforce such behaviour, including poverty and atrocious living conditions that learners from underprivileged settings experience with particular reference to Sicelo as typical case. This was followed with research question, aim and objectives, which intended to explore how LS and LO educators teach civic values to primary school learners.

Purpose and rationale for the study were also offered highlighting that civic values remain bedrocks of civil society, thus, the interplay of their application and relevance in today's society needs to be examined. Teachers were mentioned as central mediators of education curriculum which can be used to drive social change. Then, significance of the study followed and gave emphasis to the need for this research as it contributes to existing knowledge, promotes good governance and social change through curriculum policy in the basic education sector. Afterwards, key concepts used in the study were clarified, and the research outline provided.

In chapter 2, a discussion on the reviewed literature for the study purpose was offered, indicating that SA's educational contexts contains painful histories of racial and educational inequalities, which had forced curricular changes in the post-apartheid era to address those inequalities (Christie, 2008, Jansen, 2004). Literature also pointed to the increasing focus that has been going on for ages now, on knowledge and skills that learners should be equipped with to cope with the twenty first (21^{st}) century market demands, and to compete within the global context (Hughes & Lewis, 2020, Leeman, Nieveen, de Beer & van der Steen 2020). Hence, Global context of curriculum was also checked. Then, based on the discussion and theoretical framework, an analytical lens, that is, social change was derived. This lense also drew more from the main argument in made in the literature, that education should be purposed to driving social transformation in terms of virtues rather than focusing on skills and knowledge production (Desjardins, 2015).

In chapter 3, a detailed research design regarding methodological techniques applied and justification for their application in the research was offered, indicating that the sampled participants were primary school teachers that teach life skills and life orientation, and have been teaching the subjects in the school for two years and more. The data was then collected from these participants in the form of two FG's, using the same FG schedule for both groups within the allocated 60 minutes for each group.

Transferability, dependability, and confirmability of the study was framed within Lincoln & Guba' (1985) model of a good qualitative research. However, overall, as the researcher, I was the mediator in this research undertaking. The study also contains both strengths and limitations. Some of the strengths include the case study applied in the research, which is based on empirical evidence and observations. It was also informed by theories philosophised

by different authors. While some limitations include the inability of the study findings to be generalised to all the population just like in quantitative research.

The data was also processed in this chapter, whereby the primary data was translated into English, data cleaned, coding and revision done. Then, themes were generated from the codes derived in line with the data extracts. Data processing involved constantly reading the data, identifying errors in the data, grouping responses with similar patterns together, creating codes. In the end themes were created, which are respect and social cohesion, morality, extra mural activities and educational resources, and social environmental factors.

In chapter 4, research data was thematically presented, and the first theme presented was respect and social cohesion, in which research participants pointed that those are central value they use in their teaching to promote unity and good attitudes amongst learners. Respect was also believed to be lacking on the young generation of children as compared to the old generation. Helping one another was said to be a cohesive aspect of society that makes people unite. The second was morality. In this theme participants associated morality with behaviour and acceptance which they believed it was another crucial value in their teaching as it also cultivates social change by instilling good behaviour and acceptance.

The third was extra mural activities and educational resources, as the research participants maintained that they are important in the social change process because they bring learners together and help them focus on their learning and studies. However, since these two are jointly used in their teaching, participants raised concerns that resources were lacking in the learning environment of learners. Last it was social environmental factors, which teachers often keep in mind in their teaching as they stated that environmental factors have a negative impact on learning processes of learners and in their teaching. This was due to the poor living conditions of many learners in the community and bad behaviours displayed by them.

In chapter 5, discussion around the presented data was covered in line with the themes according to which data was presented, beginning with respect and social cohesion. In this theme the discussion alluded that respect along social cohesion is crucial in the teachings of the participants, and the two should be reciprocated to generate social change and unity among learners. This brought about other factors that make it problematic to initiate the change process, such as culture and possible clashes in values. Another theme, being morality, was also discussed as critical value in the teachers' lessons as this contained behaviour, which was also key in the participants' discussion, and in the study. This also

embodied other core elements in society such as religion and personal values. Extra mural activities is another theme that was discussed, indicating that these activities are vital parts of lessons in teaching civic values as they have emotional, mental, physical and academic benefits. One last theme discussion was on social environmental factors, which indicated that social context of learners was an important aspect that has to always be in the teachers' consideration. Thus, these factors have direct influence on the teaching and learning process of learners, although there can be other policy intervention besides education policy that can be used to address social ills.

In chapter 6, research summary, study findings, recommendations, and conclusion were provided. The study summary offered a brief summary of the research chapters, from chapters 1 to chapter 6. Crucial discussions, findings and points were developed within headings, subheadings and themes. Key research findings were made suggesting that acceptance, modelling and rules were crucial pedagogies used by LS and LO teachers in their teaching. Findings also showed that respect and social cohesion, morality, extra mural activities, and social environmental factors were vital in teaching civic values and in social transformation process. However, these also have underlying personal, cultural, social, racial and religious dynamics that problematize teaching for teachers.

Then recommendations were also provided pointing that education policy needs to be backed by social policy to drive social change; government need to uplift living standards and schools in underdeveloped communities, teaching strategies should be used situationally when teaching values, and society and education should have a collective relationship.

6.3 Findings

The study made seven major findings relating to basic education curriculum policy on LS and LO, how the policy was enacted by teachers, with key focus on civic values, and the research problem. The purpose of the study was to find out strategies and methods used by LS and LO educators in developing civic values into their curricular to cultivate social transformation amongst learners in underdeveloped communities.

Research findings were informed by the data provided by LS and LO teachers as research participants, and theories that were reviewed for this particular research. Findings are covered through first, provisioning of answers to the research question, which are presented in the

headings: acceptance, modelling, rules, respect and social cohesion, morality, extra mural activities and educational resources, and social environmental factors.

6.3.1. Acceptance

Acceptance emerged as a key value that educators incorporate in their teaching practices. It is socialised through every day classroom and school principles, communication and practices, whereby learners are instructed and encouraged to accept one another despite their physical appearances, abilities and disabilities. An important aspect of this social value is that it promotes diversity, which is one crucial objective of the national education policy (CAPS) of South Africa since it is a country with diverse cultures, genders, sexual orientations, ethnic groups and races. However, it is not always easy to instil the value, as learners are different in terms of beliefs, social backgrounds and home teachings. Therefore, the value creates clashes in that regard, and especially because acceptance is not something that can easily be accepted because it is enforced through teaching of education policy, rather than something that is done from one's own free will.

6.3.2 Modelling

Modelling is another key method used by teachers in their teaching. It is initiated through practice, observation and imitation. In this process, the teacher is at the centre of modelling as she acts the behaviour and practice that she expects learners to reproduce. Then, learners observe the teacher's behaviour and practices; copy and act accordingly. Participants also mentioned that this practice is important in society in that there needs to be good role models from which children can learn. The South African Schools Act 84 of 1996 and SACE back modelling as it stipulates that teachers need to be professional and be more than just teachers into being parents of learners, so that learners can adopt good practices from them. One crucial aspect of modelling in the teaching of civic values is that, it encourages and promotes the values, including good behaviour and respect, and it is more practical than ideological. Regardless, modelling is a challenging concept to work with because the research participants strongly emphasised its importance in their teaching, however, they still practiced wrong things in terms of modelling respect as a value. Moreover, modelling is an act. Thus, teachers may have been modelling acceptance, or respect with pretence when in reality they are disrespectful and find it hard to accept other people with their differences, if they do at all.

6.3.3 Rules

Another key strategy that research participants mentioned as paramount in their teaching are rules. This refers to classroom rules, and school rules that teachers identified as Learner Code of Conduct. These are instructions and explanations of what is expected of learners – how they should conduct themselves in the school and classrooms, and what is right and wrong. Research participants viewed rules as important as they assist them in their teachings in disciplining and controlling learners. The National Education Policy Act 27 of 1996 strongly supports use of rules and Learner Code of Conduct in SA as constituted by the school governing bodies, to correct and manage learners' behaviour. However, some learners completely do not follow rules, and rules may not always assist in the teaching of civic values.

6.3.4 Respect and social cohesion

Respect and social cohesion are key values that teachers use in their teaching. The values are jointly connected as respect substantiates social cohesion, and the values are taught through acceptance and helping one another. Significantly, the way teachers teach these values is hugely influenced by different cultures and personal choices, which participants detached from their discussion even though they were aware that people are different. Hence, clash in values happens. The national education policy of SA promotes social cohesion and respect as the values are prescribed in the CAPS document on LS and LO. However, it is not as easier to enforce the values through curricular practices because teachers highlighted cultural and generational gap and differences between them and the learners that complicate the process. They identified the lack of respect from learners as one challenge that they face in their teaching. This means that parents also need to enforce civic values at home because the participants also highlighted that that is an upbringing value, which means that it is a standard that learners learn at home and further taught at school. Moreover, helping one another in the context of learners is not something that learners easily practice to promote social cohesion as they are just learners with little or no means of helping one another, however, in the context of education, they may practice it through learning processes, curricular activities and assessments.

6.3.5 Morality

Morality as another value that teachers identified as crucial aspect of their teaching was linked with good behaviour and acceptance to promote social change. Research participants, however, possessed inadequate understanding of the implications of morality as used in their teaching, since they discriminate learners on the bases of age, generation and their position. The importance of morality in the context of learners from the selected case is that it can potentially assist in forging and improving their social relations with other learners and other community members. It would also help them succeed in their studies as they would follow instructions better, respect one another, behave according to the expectations of the school, and they would be able to differentiate between what is right and wrong, and what is good and bad. Morality is another value that can be difficult to work with, though, because of cultural and religious aspects that it contains. Therefore, it may equally be challenging teachers to instil the value through curricular approaches as some overlooked the aspects of ageism and religion that come with morality in the school and communal contexts.

6.3.6 Extra mural activities and educational resources

Extra-curricular activities are other vital pedagogic techniques that educators use in their teaching. Educators conduct in the classroom and in the field of play these activities. One paramount aspect about these activities is that they develop learners' cognitive thinking, reasoning, academic performance, and they help improve their health and fitness. Extra mural activities are, thus, congruent to educational resources used in the teaching process of civic values. Moreover, education curriculum policy prescribes and constitutes the use of these activities in the LS and LO curricular, and they can be performed by teachers using the LS policy document, teaching resources and pedagogies. Lack of these essential resources in the school makes it difficult and almost impossible to facilitate these activities in the context of Phumelela primary school and Sicelo community. Which means that educational inequalities continue to exist in SA's schools, as the schools located in underdeveloped communities are not well resourced.

6.3.7 Social environmental factors

Other important key dynamics that educators mentioned as critical in their teaching are social environmental factors. In this aspect, educators highlighted that learners from underprivileged settings struggle to learn and to cope with their studies due to their living experiences in the disadvantaged and hostile environments, having parents that do not show interest in them and their studies, and living around people that get drunk every day. This was realised through

daily discussions with learners and observation of their learners and their behaviours. Moreover, the study finds that cultivating social change amongst learners in this sort of community is challenging because they need to be addressed by other governmental policies, not just education policy alone. Which means that education curriculum may not instigate complete or direct social transformation in the context of underdeveloped communities.

6.4 Recommendations

Based on the research data, findings, discussions of findings and the reviewed theories, four recommendations are offered below:

First, future research could further investigate the relationship between education policy on LS and LO, and social policy designed to address social ills such as poverty, unruly behaviour, unemployment and dire living conditions of children in different communities. This may reveal and contribute to a deeper understanding of education and its social change effect of curriculum policy, and its involvement in the creation of good governance and good society. A good society where: people respect one another, create social cohesion, have morals, children are able to realise their potential through participation in extra mural activities within well-resourced schools, and children live under good environmental conditions. This would offer a humanistic approach to education, as Abraham (2006) strongly argues that this approach stimulates social change because it benefits learners from all social backgrounds.

Second, the national government should ensure that at least in the next 2 years, no child will be deprived the benefits of democracy just because his or her socioeconomic background. This was a promise made in the National Education Policy 27 of 1994, more than 28 years ago (Juta, 2017). Therefore, it must be fulfilled. It is long overdue.

Third, teachers need to contextually apply different strategies for different values taught in the LS and LO curricular to cultivate social change among learners. The strategies offered by the participants must not be the only focus or only strategies – there should be other strategies essential in the teaching of civic values. This could be effective in reaching out and including all learners with varying behavioural problems, learning styles and experience of other social issues besides unruly behaviour. The methodical tactic eliminates all forms of discrimination and exclusion, including ageism, culturalism, and tribalism, in that it takes account of both PCK and knowledge of learners in terms of Shulman's (1987) philosophy of teaching.

Last, in line with the research participants' concern over learners having no respect, lack of resources, poor living conditions of learners, and disruptive and unruly behaviour of learners, communities should work closely with schools as teaching and learning institutions, play their role of instilling civic values and parenting their learners to achieve the common goal of social transformation. Parents and society should not expect teachers to teach their learners basics of behaviour at school, as these values like respect are an upbringing thing. This can resolve and prevent further social problems concerning learner behaviour, attitudes and academic challenges as schools do not exist in isolation but in society.

6.5 Conclusion

The study was primarily purposed to exploring systematic ways in which teachers develop civic values into their curricular on LS and LO to drive social transformation among learners in underdeveloped communities, with particular reference to Sicelo community. This was achieved through primary data collection in the form of FG group discussion with LS and LO educators. The data was processed, and analysed in thematic order, and the analysis contained infusion of the explored literature as the study was informed by the theories and the case at hand. Major findings indicated that civic values can be taught best when used contextually. Respect and social cohesion, and morality are key values used by teachers in their lessons on civic values, and the values contain cultural, personal, religious, and tribal elements of society, which problematize teaching of these values. Extra mural activities and educational resources were found as key in children's learning process and development. Social environmental factors have huge negative impact on children's learning – those who are from underprivileged settings.

In conclusion, it was recommended that education policy and social policy be used or be investigated together, to evaluate the extent over which the effect education policy has in society when working with social policy. Government intervention into the social crisis of ill-discipline, disruptive behaviour and living conditions of many learners in underdeveloped communities. Another recommendation was pedagogic strategies relating to teaching civic values be used contextually and other strategies need to be considered. The final recommendation pointed that society and schools ought to work together if they are to achieve social transformation of learners. However, the study was unable to address the underlying social issues of learners relating to the research problem, such as the deplorable living environments as highlighted by the research participants and literature.

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Annexures

Annexure A: Focus group schedule of Life Skills and Life Orientation educators

FOCUS GROUP SCHEDULE
1. What civic values do you uphold as most imperative for civil society, and why? 2. What civic values are there in LS and LO curricula that can potentially contribute to social transformation? 3. In what manner can civic values contribute to civil society and social transformation when taught to Primary School learners? 4. How do you teach the following civic values: respect, humanity, and personal responsibility to your learners? 5. What impact does the social context and learning environment have on teaching of civic values? 6. What other factors or alternatives can be used to drive social change among learners in underdeveloped communities?

Annexure B: Participant information sheet

Enquiries: Dr Ruth Murambadoro

Wits School of Governance Masters Lecturer (Supervisor)

Tel: +27 (0)11 717 3527

Email: ruth.murambadoro@wits.ac.za

Dear Sir/Madam

My name is Sincedise Magcayi. I am a Master of Management Student in the field of Governance (Public Policy) in the Wits School of Governance at the University of the Witwatersrand. As part of the requirements in fulfilment of the Masters qualification, I am required to conduct a research project. My research entitled: *South Africa's Basic Education Curriculum and Social Transformation of Learners in Underdeveloped Communities,* focuses on how education can be used as a driver for social transformation. In essence, it explores how Life Skills and Life Orientation educators develop civic values into their curricular, to foster social transformation among learners in underdeveloped communities. As part of the study, I would like to invite you to be part of and participate in the study. Participation will take about an hour of your time.

Participation in this study is voluntary and it will not include any remuneration or direct benefit. Correspondingly, there will be neither disadvantages nor penalties for not participating. You may withdraw at any time or not answer certain questions, should you wish to do so.

The responses will be completely confidential, and any information you provide during this process will not be used for any purpose other than the intended research.

Your cooperation is greatly appreciated.

If you have any questions, please feel free to contact me on 0818108398, or alternatively at 847894@students.wits.ac.za

Yours sincerely,

_____

Mr. Magcayi Sincedise

Researcher

Annexure C: Consent form

Consent form

I ……. (Name and surname) agree to participate in this research project. The research has been explained to me and I understand what is expected of me.

	(Please tick one)
I agree that the interview be recorded for the collection of data, transcription, and future referencing purposes	YES NO
I agree that my participation will remain confidential	YES NO
I agree that the researcher may use anonymous quotes In his research report	YES NO

Signature…….

Name of Participant……

Date…….

Annexure D: Permission letter



Enquiries: Dr Ruth Murambadoro

Wits School of Governance Masters
Lecturer (Supervisor)

Tel: +27 (0)11 717 3527

Email: ruth.murambadoro@wits.ac.za

Dear Sir/Madam,

Re: Permission to conduct research in Gauteng Department of Education School.

My name is Sincedise Magcayi. I am studying for Masters in Management in the field of governance, specializing in Public Policy in the Wits School of Governance, at the University of the Witwatersrand. I am seeking permission to do research at Sicelo Primary School located at Meyerton under Sedibeng East District.

I am conducting research on basic education curriculum and social transformation. The research is entitled: *South Africa's Basic Education Curriculum and Social Transformation of Learners in Underdeveloped Communities*. The topic was primarily chosen because of basic education focus - it is more weighted on civic values as Life Skills and Life Orientation curricular objectives and content in public primary schools. This study explores educators' endeavours into developing civic values on their curricular on LS nd LO to cultivate social transformation, focusing on Sicelo community.

The research data will be collected from sixteen educators (one teacher per grade from grade R to grade 7 – only LS and LO educators). I request permission to get access to the school premises and staff for the purpose of collecting data.

I will invite individuals from your organisation to participate in this study. In particular, teachers will be invited to participate in focus group discussion and interview that will last for about an hour. However, these discussions will not temper with working hours of the school nor will they cause any disruption of any kind as it will take place after work hours in the selected school. The group discussions will also be recorded.

Participants will be asked to sign a consent form before the research begins. Their responses will be treated confidentially, and identities (their names and the name of the organisation) will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

The results will be communicated through mini dissertation / research report. The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study and participants will not be paid for this study.

All research data will be stored for five years in a password-locked computer – the files will also be locked, then destroyed after 5 years. For backup the data will also be stored in the Google Drive and locked with a Google account password.

I therefore request permission in writing to conduct my research at your organization, the school under Sedibeng East District. The permission letter should be on your organisation's headed paper, signed and dated, and specifically referring to myself by name and the title of my study. The research focus group discussions will take place between 02 August 2021 and 31 March 2022.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

_____ _____

Mr. Sincedise Magcayi

Researcher

Contact: Cell no.: 0818108398

Email: 847894@students.wits.ac.za

Dr. Ruth Murambadoro

Supervisor

Tel: 0117173548

Email: ruth.murambadoro@wits.ac.za

Annexure E: GDE approval letter

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	**03 February 2022**
Validity of Research Approval:	**08 February 2022– 30 September 2022** **2022/37**
Name of Researcher:	**Magcayi S**
Address of Researcher:	**55/323 Springbok Road**
	De Deur Estate
Telephone Number:	**081 8108398**
Email address:	**847894@students.wits.ac.za**
Research Topic:	**South Africa's Basic Education Curriculum and Social Transformation of Learners in Underdeveloped Communities**
Type of qualification	**Masters**
Number and type of schools:	**1 Primary Schools**
District/s/HO	**Sedibeng East**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

03/02/2022

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. *Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. ***Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.***
4. ***The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.***
5. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
6. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
7. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
8. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
9. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
10. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
11. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
12. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
13. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
14. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
15. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
16. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 03/02/2022

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

Annexure F: Ethics clearance

Research Office:
Ayanda Molefe
Tel: 011 717 3968
Email: ayanda.molefe@wits.ac.za

Research Ethics Chair:
Rekgotsofetse Chikane
Tel: 0117173869
Email: rekgotsofetse.chikane@wits.ac.za

03 December 2021

Dear Sincedise Magcayi,

Title: South Africa's Basic Education curriculum and social transformation of learners in underdeveloped communities.
Student Number: 847894
Degree: Master in Management in the field of Governance
Ethics Clearance Number: *WSG-2021-55*

All candidates must satisfy the University's ethical standards for research. Your ethics application has been received and reviewed by the Wits School of Governance Human Research Ethics Committee.

Your ethical clearance has been approved subject to you getting permission to conduct research from all sites where research is conducted. The letter(s) of permission to undertake research must be submitted to the WSG Research Office and kept on file with your final proposal and other ethics documents.

You may commence your data collection under the guidance of your supervisor. In the event that the scope, methodology or nature of the research changes, you are required to submit another ethics application reflecting the changes.

The onus is on you as the candidate, with support from your supervisor, to ensure your research complies with university human research ethics policies and protocols at all stages of the research process.

It is recommended that you keep this letter in a safe place as you are responsible for ensuring you have proof of ethics clearance and have lodged the ethics clearance / protocol number with Faculty before final submission of your research report. If you do not have an ethics clearance number, you are not permitted to graduate.

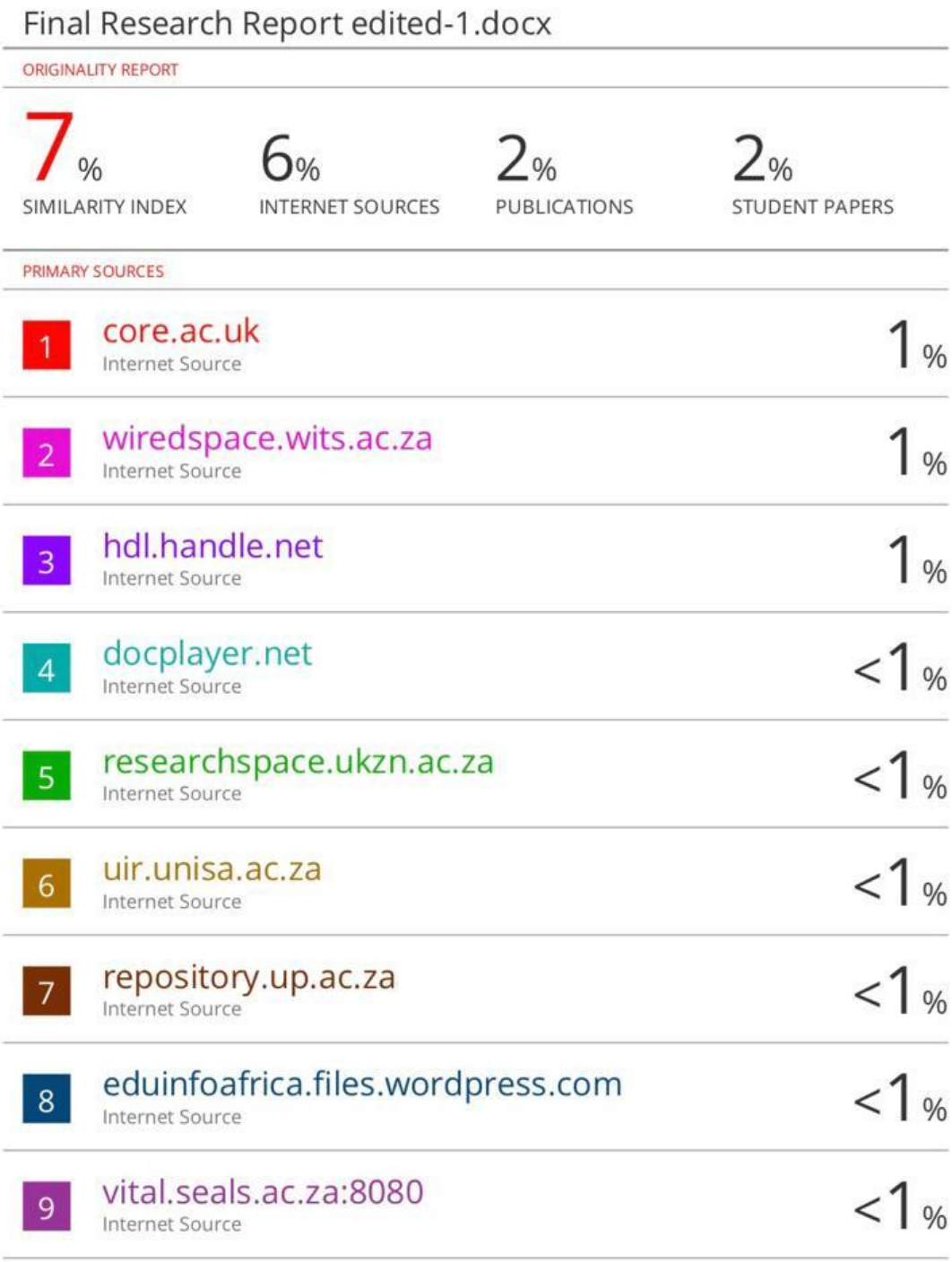
Please do not hesitate to contact me if you have any queries.

Yours sincerely,

Rekgotsofetse Chikane

Rekgotsofetse Chikane
Research Ethics Chair

Annexure G: TurnItIn report



Final Research Report edited-1.docx

ORIGINALITY REPORT

7%	6%	2%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	core.ac.uk Internet Source	1%
2	wiredspace.wits.ac.za Internet Source	1%
3	hdl.handle.net Internet Source	1%
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