CURRICULUM AND ASSESSMENT POLICY STATEMENT: CHALLENGES AND DILEMMAS FACING SENIOR PHASE SOCIAL SCIENCE TEACHERS IN LEJWELEPUTSWA DISTRICT

by

NTHOTA ATTWELL MOPELI

Submitted in fulfilment of the requirements for the Degree

MAGISTER EDUCATIONIS:

in the

Faculty of Humanities

at the

Central University of Technology, Free State

Supervisor: Dr Chopo J. Teleki, CUT Welkom Campus

Co-supervisor: Dr Clement Moreku, CUT Welkom Campus

WELKOM

MARCH 2017

Declaration

By submitting this research study I, Nthota Attwell Mopeli, declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

....   Monday, 05 December 2016

N. A. Mopeli (208027271)

DEDICATION

This dissertation is dedicated to my late mother Mamohale, my late sister Keneiloe who, during their respective lifetimes, wished the best for me as an iconic idol of our family; my father ntate Norman, whom I always regard as my hero; my late grandparents ntatemoholo Nthota and nkgono Dorah for the rigid foundation of my life which they painstakingly laid.

This study is also dedicated to my lovely daughters and my beautiful fiancée Mamonareng for the unconditional support she gave me throughout the process of this research project. At times, she had to 'father' my family when I frequently went out to work on this dissertation. I thank God for bringing you into my life; and this one is to you my dear.

ACKNOWLEDGEMENT

I thank my All Mighty God for the strength, perseverance and people He gave me to positively contribute, in various ways, towards the success of this research project. Words cannot define how grateful I am to my supervisor, my mentor, my guide, my father-away-from-home, Dr. Chopo Teleki, for the selfless and tireless support he gave me as well as to generously share with me, some of the precious knowledge and wisdom he has.

I would furthermore like to express a word of gratitude to Dr. Clement Moreku who is the co-supervisor of this study for reading the entire dissertation and the support and advices he gave me when times were tough. To Mrs. Debbie Green I would like to say thank you so much for your assistance with my research project. Your proofreading and editing greatly helped the readability of my work. I appreciate your strong attention to detail. I will recommend you to several of my colleagues.

I also extend my sincerest thanks to Dr. A. M. Rambuda and Dr. D. K. Selaledi for giving me the courage and the edge to say that I can successfully study to this level and beyond. I am again overwhelmed with gratitude for principals, Social Science HoDs and teachers who made the data collection processes of this study a success. Thanks to my friends and colleagues, among others, Mr. M. J. 'Joe' Malinga and Mr. E. M. Makgasane who always encourages me to look up to God in times of happiness, when things fall apart, as well as when *all-seem-impossible*. I will always remember them when they say; "… *kgutsa, o fe Modimo sebaka a sebetse!*" …

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SUMMARY

Subsequent to the ushering in of the new political dispensation in 1994, the curriculum of South Africa had to be revised. This was done in compliance with the preamble to the South African Schools Act No. 84 of 1996. The mandate of the preamble to the said Act among others is to provide education of higher quality for all children of different races in South Africa; and to develop the talents and capabilities of all the people of our country.

In order to achieve all these, the government abolished the previous segregated curriculum and opted for the other one it believed would address the mandate of the preamble to this Act. Instead of the government setting up a commission of inquiry which would investigate into the suitable curriculum for all South Africans, a committee which comprised of members of all teacher unions, and some of the university intellectuals in the country was constituted. This is where the government went wrong, because a committee does not conduct an investigation.

It is against this background that the government made a series of costly blunders. For example, the government hastily introduced the outcomes based education (OBE) mode of teaching which was of course not a curriculum per se; and not well researched. This resulted in the failure of the implementation of this teaching mode (OBE). The government was then forced to redesign it, and called it the Revised National Curriculum Statement (RNCS) which was also thrown outof the window because of a plethora of reasons.

Owing to the rejection of the RNCS, the government introduced a new "curriculum" known as Curriculum and Assessment Policy Statement (CAPS). The new "curriculum" is still RNCS oriented. The only change is that it gives direction as to how the NCS is to be delivered. This research project therefore investigated as to whether it is possible for the senior phase Social Science teachers to teach in line with the new "curriculum", without any hindrance and also to find out whether learners are efficiently and effectively able to attain lessons aims and objectives.

To gauge the trustworthiness, and authenticity of the findings of this research project, I collected data using triangulation in the form of interviews, observations; and the reading of documents of the schools that took part in the research project. All the three qualitative methods and a number of theories I employed assisted me a great deal in collecting data needed. I consolidated the data I collected by means of the aforementioned techniques to cognitively and cooperatively construct legitimate knowledge.

For example, the research found that there are indeed challenges and dilemmas that hamper the attainment of the aims and objectives of the lessons; the teaching of the contents; the application of the teaching methods and the assessment of what has been taught in the Social Science classrooms. In addition to this, I must indicate that the findings may help the educational practitioners to improve the teaching practice in the Social Sciences classrooms as well as the curriculum designers. Lastly and more importantly, the study contributes immensely to the curriculum studies nationally and internationally.

LIST OF ACRONYMS

ATP – Annual Teaching Plan

C2005 – Curriculum 2005

CAPS – Curriculum and Assessment Policy Statement

COSAS – Congress of South African Students

DBE – Department of basic Education

DoE – Department of Education

DSG – Developmental Support Group

EEA – Education Employment Act

GET – General Education and Training

HEI's – Higher Education Institutions

HoDs – Heads of Department

IQMS – Integrated Quality Management System

LoLT – Language of Learning and Teaching

LTSM – Learning and Teaching Support Materials

NAPTOSA – National Professional Teachers' Organisation of South Africa

NCS – National Curriculum Statement

OBE – Outcomes-Based Education

PAM – Personnel Administrative Measures

PET – Physical Education and Training

QDA – Qualitative Data Analysis

QRCA – Qualitative Research Consultants Association

RCL – Representative Council of Learners

RNCS – Revised National Curriculum Statement

SADTU – South African Democratic Teachers' Union

SAOU – Suid-Afrikaanse Onderwyser Unie

SASA – South African Schools Act

SBA – School-Based Assessment

SGB – School Governing Body

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CHAPTER ONE

1. ORIENTATION TO THE STUDY

1.1   INTRODUCTION

Curriculum is a significant and broad concept underpinning education. This concept is explained differently by different scholars in education. According to Marsh and Willis (2003, p.1) curriculum may mean all the subjects that are taught at a school; all planned learning at a school; all experience learners go through under the guidance of a teacher etc. Accordingly, Harvey (2004, p.14) defines curriculum as the embodiment of a programme of learning and includes philosophy, content, approach and assessment[1].

All the definitions outlined in the previous paragraph hold water. However, for the purpose of this research project, the definition that the arguments, analysis, debate and comparisons will be based on is that of Cecilia Braslavsky[2] who explains curriculum as a plan of i) what is to be taught in the classroom (content); a plan of ii) why do we teach in the classroom (aims and objectives); a plan of iii) how we teach the learners in the classroom (methods of teaching) and a plan of iv) when to find out whether the learners understood what was taught in the classroom (assessment). Jacobs, Vakalisa and Gawe (2004, pp.49-51) also lay great emphasis on aims and objectives; content; methods and assessment as the most important components of curriculum.

Similarly, Anthea Varied (2011) defines Curriculum and Assessment Policy Statement (henceforth CAPS) as a revision of the previous National Curriculum Statement (henceforth NCS). With the introduction of CAPS, every subject in each grade has a single, comprehensive and concise policy document that provides details on what teachers need to teach and assess on a grade by grade and subject by subject basis[3]. Accordingly, the word policy is defined as a simple statement of how the organisation intends to conduct its services and actions. The policy statement provides a set of

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[1] http://www.qualityresearchinternational.com/glossary/curriculum.htm.
[2] http://www.ibe.unesco.org/fileadmin/user_upload/archive/AIDS/doc/cecilia_e.pdf.
[3] http://maskewmillerlongman.ning.com/profiles/blogs/what-you-need-to-know-about.

guiding principles to help with decision making.[4]   In other words the planning of classroom activities mentioned above namely aims and objectives; content; methods and assessment must be guided by the Curriculum Assessment Policy Statement to enable teachers to carry out classroom activities effectively and efficiently.

The planning of the activities of what should be taught by teachers and learned by learners worldwide has changed from time to time in order to keep abreast with the new development.   In other words curriculum is not static but dynamic (Mahomed, 2004, p.1).   That is why in our country curriculum has to change at least twice since the ushering in of the new educational dispensation.   The change of the two previous curricula in our country was prompted by a plethora of reasons that occurred in the implementation level (van Eeden, 2010, pp.2-3).   Even the current curriculum namely CAPS seems to be problematic, more especially in senior phase where Social Science teachers are faced with many challenges and dilemmas.

Before an attempt is made at looking into the challenges and dilemmas, it is important to note that the senior phase refers to grades seven, eight and nine learners who learn Social Science which entails History and Geography and taught by Social Science teachers trained to teach these subjects (Jacobs *et al.,* 2004, p.56).   However, these teachers are grappling with the planning and the implementation of aims and objectives; content; methods; and assessment which should be in accordance with CAPS (Mouton, Louw & Strydom, 2012, p.4).   It is for this reason that the research project is undertaken to look into factors that hinder the teachers to effectively and efficiently carry out the aforementioned classroom activities.   The full account of this will be given in chapter 2.

1.2   BACKGROUND TO THE RESEARCH

As it is a well-known fact, South African curriculum has undergone changes since 1994.   Immediately after the ushering in of the new political dispensation, politicians hastily introduced the outcomes based education (henceforth OBE) which was not well researched (Jansen & Christie, 1999, p.3).   As a result of this, the OBE gave teachers

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[4]http://www.volunteer.vic.gov.au/manage-your-volunteers/policies-and-procedures/whats-the-difference-between-policies-and-procedures.

and learners a lot of problems which forced the government to redesign it and call it the Revised National Curriculum Statement (henceforth RNCS) which was also thrown out of the window since teachers were complaining about a number of things which prevented them from engaging them in the essential classroom activities.[5]

The rejection of the RNCS by teachers resulted in the government introducing the new curriculum known as CAPS. This curriculum has been given a mixed reaction by teachers in particular. Mlambo (2014, p.1) concurs with this assertion by pointing out that the new curriculum which was regarded as the best is consuming much of the teachers teaching time, more especially the remedial time which the teachers need to remedy the mistakes the learners are making. The teachers are also complaining that the new curriculum is too prescriptive. According to them it gives a strict directive as to when sections must be completed without considering the contextual factors such as learner individual differences.

Mlambo (2014) goes on to say that the teachers are furthermore complaining about the time allocated for the Mathematics content assessment. According to Mlambo's report the teachers are pleading that some of the content of CAPS must be amended. The way the teachers are putting their complaints across; it is deduced that the confusion regarding the prescribed time negatively affects the components of curriculum namely aims and objectives; content; teaching methods; and assessment. As a result of this the learners' educational best interests which are of paramount importance are infringed upon (cf. section 28(2) of the Constitution Act No. 108 of 1996).

Apart from the prescribed time allocated to CAPS it has come to the fore that teachers who teach Social Sciences are not well equipped with the knowledge base of both History and Geography which were integrated subjects before the introduction of CAPS (Jacobs *et al.*, 2004, pp.324-325). During the time of the OBE and the RNCS, this two-sided subject was taught as a single subject, and as a result it became a challenge to teachers who do not have adequate knowledge of both History and Geography. CAPS has separated History and Geography so that they could be taught by two or more

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[5]http://tandfnoline.com/doi/full/10.1080/03057920500033563#abstract

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teachers if need be. This came as a relief to some teachers who were frustrated by the combination of these subjects; but it still remains a nightmare to most teachers who still have to teach both History and Geography because of the shortage of teachers for Social Sciences in their respective schools.

Seale[6] points out that the implementation of CAPS and the training of both teachers and subject advisors was hastily rushed, and that the pace of the curriculum is fast. Though the teachers acknowledge that the curriculum has been simplified and it is user-friendly, they however maintain that it is too long; as a result of this, both teachers and learners have to work very fast (Seale, 2012, p.1). The same problems that teachers encountered during the previous curriculum still stand. For example, the heavy workload that teachers have to carry remains a problem (Emsley & Seedat, 2009, p.224). Subject advisors maintain that the administration duties for teachers exceed their core function namely teaching. Lastly, the other challenge is the overcrowded classrooms which impact negatively on effective learning and teaching (Duke, DeRoberto & Traufvetter, 2009, p.11).

1.3   PURPOSE OF THE STUDY

The overall purpose of this study is to identify challenges and dilemmas that Senior Phase Social Sciences teachers are confronted with. The study intends to address all matters related to the poor performance of teachers and learners in Social Sciences. Secondly, it is the intention of this study to identify best possible solutions to the challenges and dilemmas in question. Thirdly, this study seeks to bring to the surface causes of such challenges and dilemmas with the aim of eradicating them. Fourthly, the study intends to suggest a means and ways of assisting teachers and learners to produce positive and desirable results in Social Science. Another purpose of this study is to find out how negatively do such challenges and dilemmas impact on learning and teaching.

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[6]http://www.iol.co.za/the-star/new-curriculum-same-problems-1.1331777

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1.4 SIGNIFICANCE OF THE STUDY

I believe that the importance of this study is to reveal challenges and dilemmas that Senior Phase Social Science teachers encounter and also to minimise them. This is more so, because it has been noticed that a large number of learners have been performing poorly in Social Science, more especially at the end of the General Education and Training (henceforth GET) Band. This prompted me to embark on this study whose importance is to remedy this. Challenges and dilemmas which will be identified by this research project will be linked and applied to other school subjects with aspects such as the availability of the learning and teaching support material (henceforth LTSM), overcrowded classrooms, as well as the knowledge-ability of subject contents by teachers. This research study also intends to inform policy-makers of the Department of Education (henceforth DoE) about problems that teachers are faced with so as to effect changes and amendments to the policies.

It is also significant to understand problems that Senior Phase Social Science teachers are confronted with, so as to completely root them out, so that effective and efficient teaching and learning can take place at schools. This study is therefore intending to bring to the fore, new perspectives on how to effectively teach Social Science in the Senior Phase. The findings thereof will be shared with the DoE for use in order to address matters that are relevant, not only to Senior Phase Social Sciences, but to other subjects and phases as well.

1.5 PRELIMINARY LITERATURE REVIEW

The purpose of a literature review is to enable the researcher to establish important links between existing knowledge and the research problem being investigated. To enrich the overall credibility of new investigations, it is important that ideas, materials and experiences from previous researches be used. Knowing what others have done and reported could answer almost every question about doing new research (MacMillan & Schumacher, 2010, p.73).

Since the introduction of CAPS, the DoE provides Senior Phase Social Science teachers with workshops whereby teachers are re-skilled. These workshops are held

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once per school term except for the last term, and there is also an optional workshop during winter school holidays whereby Senior Phase Social Science are trained on how to teach map-work for the Geography part as well as on source-based information for History. There are also school visits undertaken by subject advisors to support and develop teachers. Although the DoE does all it could to support teachers, through workshops and school visits by subject advisors, not class visits, in their efforts to maintain effectiveness when teaching Social Sciences, there are still problems encountered.

Seale (2012, p.1) argues that the time provided for teachers to cover the syllabus is inadequate, and as a result, learners do not get sufficient chances to practice their scientific thinking; notwithstanding that teachers were not adequately trained and are not quite conversant with the amendment effected by CAPS to the NCS. Olivier (2013, p.20) holds the views that teachers expressed their uncertainty about how to implement the expected CAPS amendments in the classroom, and that insufficient time was spent during training to absorb new content information.

Many Social Science teachers do not have abroad knowledge base of the subject content. This is unfortunate because teachers have to be specialists in subjects that they teach. MacCall, Janssen and Riederer (2008, p.73) indicate that there are challenging realities in teaching Social Sciences. One of those challenges is that teachers do not have enough content knowledge to become effective Social Sciences teachers, and this could lead them to communicating their negative attitudes about Social Sciences.

Another problem concerning Social Science is the teaching time allocated for it as compared to other subjects such as Mathematics and Science. Time allocated for Mathematics is 5 hours per week and for Science it is 4 hours per week. Social Science, which contains both History and Geography, is allocated only 3 hours per week. This is not enough and it creates the impression that Social Sciences is not as important as other subjects. If that is the perception, I would like to point out that it is not true because Social Science provide learners with major knowledge, skills and attitudes needed for adjustment into social environment.

Environmental knowledge, skills and attributes are the values of the society in which an individual lives and they have basic significance in accounting for human behaviour (Tay, 2009, p.1887). Social Science gives learners information about universal, national values and fundamental social establishments (Somen & Somen, 2010, p.313). MacCall *et al.* (2008, p.736) have also found that one of the formidable barriers to powerful teaching of Social Science is its low status within the curriculum. In most schools, Social Science is not perceived as important as it is with Mathematics and Physical Science.

Insufficient LTSM is also a challenge. Textbooks for learners as well as Teacher's guides are inadequate. The Education Department has not yet done enough to address this matter. It is frustrating to teachers when they have to do their work with inadequate LTSM. Schools are not well equipped with facilities such as libraries and laboratories for conducting experiments and researches.

1.6   STATEMENT OF THE PROBLEM

In this study, the core problem I identified centres itself around curriculum aspects such as teacher content knowledge which includes subject matter content knowledge and curricular content knowledge, aims and objectives, methods of teaching and assessment (Schulman, 1986, p.6) as cited in Ben-Peretz (2011, p.4); FGTO[7]; & Khwaja, 2002, pp.15-16). The knowledge-ability of the subject Social Science, which contains both Geography and History, remains a challenge to teachers who do not have adequate knowledge-base of components of this subject and experience of teaching Geography and History.

There are also other areas of challenges and dilemmas regarding the effective teaching and learning of Social Science which include, among others:

- The inadequacy of teacher-development for Social Science by the district, and its non-existence in the Higher Education Institutions (henceforth HEI's) in this district;

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[7] http://www.fromgoodtooutstanding.com/2013/03/ofsed-2012-teacher-subject-knowledge

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- The lack of Social Science subject content matter knowledge and support by teachers' immediate supervisors heads of departments (henceforth HoDs);

- Learner discipline and the lack of parental support in learning;

- The unavailability and the shortages of the LTSM;

- Overcrowded classes;

- Application of teaching methods;

- Formulation of clear aims and objective;

- Assessment of learners; and

- Excessive workload for teachers which poses a threat to effective teaching.

It is apparent from the points enlisted in the foregoing paragraphs that there are challenges and dilemmas that impede on effective teaching and learning of Social Science which need immediate attention and the best possible solutions to amicably address them, hence the reasons that prompted this study.

1.7   RESEARCH AIM AND FUNDAMENTAL RESEARCH QUESTIONS

The aim of this study is to investigate critical challenges and dilemmas that Senior Phase Social Science teachers experience which negatively impact on their teaching and which lead to poor academic performance by learners.

This study therefore will attempt to answer the following questions:

- What challenges and dilemmas do Senior Phase Social Science teachers experience at their schools?

- Do Social Science teachers have adequate knowledge base to effectively teach Social Science in the Senior Phase?

- Are the developmental workshops for the teachers offered by the Education Department sufficient to empower them?

- How challenges and dilemmas that impede the application of the amended CAPS be alleviated?

- Are schools adequately equipped to teach Social Science?

1.8   OBJECTIVES OF THE STUDY

In order to accomplish the aim of this study, the following objectives should be realised by the researcher:

- to identify challenges and dilemmas that Senior Phase Social Science teachers are faced with at their schools.

- to establish whether or not, Social Science teachers have adequate knowledge base to effectively teach it in the Senior Phase.

- to find out whether developmental workshops by the DoE for the Senior Phase Social Science teachers are effective.

- to suggest strategies that will empower Senior Phase Social Science teachers to enable them to apply the amendment of CAPS in their classrooms.

- to verify how equipped schools are for effective learning of Social Science to occur.

1.9   RESEARCH DESIGN

A researcher does not decide over night to conduct research. (S)he first starts by observing what is happening in her/his immediate environment. This is followed by identifying a problem which needs to be researched. Subsequent to the identification of the problem, a researcher then designs or plans her/his research. This planning is similar to a dress maker who designs or plans a dress for a girl who is to attend a matric farewell party. The dress designer may for instance plan to make a long red dress which suits the occasion. The dress (s)he designs may have long sleeves, slit on the side of the right leg, and four buttons down the chest etc.

So is the case with someone who wants to undertake research. (S)he designs research to be conducted. For example, (s)he decides on the following: the methodology which is suitable for the study i.e. whether the study needs to be conducted in quantitative or qualitative methodology or both. The researcher then opts for methods of research which will be suitable for the methodology (s)he has decided to use. In the case of this research I have decided to use the following whose explanation will follow: qualitative methodology; its methods of research namely dialectic method and hermeneutic

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method; small sample; research setting (schools in the township) data collection tools; data analysis technique; and research paradigms.

As may be seen from the forgoing explanation, research design is the route that the researcher intends to take in order to answer the research questions posed in paragraph 1.7 as well as to address the research problem identified in paragraph 1.6 and the aims and objectives of the research in paragraph 1.8. In other words research design is a systematic and planned way of finding and identifying the causes and effects of the problem that is being investigated and how best they may be addressed (Kumar 2014, pp.122-123). Research design may also be defined as strategies that the researcher intends to use to collect, measure and analyse data (Gray, 2014, p.128). The discussions hereunder, provide a broader view in which this study has been designed.

1.10   QUALITATIVE METHODOLOGY

More often than not, researchers confuse the concepts methodology and method. The two terms are definitely not the same. Methodology answers the question how. For example, when a researcher is to undertake research, (s)he asks her/himself a question: How best can I conduct this research. The answer may be by using qualitative or quantitative methodology or both. The second question a researcher may ask her/himself may be what will help me to get information should I use quantitative or qualitative. The answer to this question may be the method of research suitable for quantitative or qualitative methodology.

In the light of the foregoing explanation it becomes clear that the answer to the question how is methodology, and the answer to the question what is method. In the case of this study I shall use qualitative methodology which is suitable since I am conducting social science research wherein I shall be using focus groups as respondents. Qualitative entails participant observation; in-depth interviews and focus groups. In this way, it enables the researcher to directly interact with the respondents so as to learn from their personal experiences. It is through this approach that researchers can discover and identify problems underpinning their studies (Leedy & Ormrod, 2010, pp.36-137).

Woods and Pratt (2006, p.2) add another dimension to the assertions made in the foregoing paragraphs. According to them qualitative methodology focuses on natural settings i.e. it explores phenomena wherein the participants share their experiences with the researcher. Qualitative methodology also enable a researcher to peruse documents if (s)he is of the opinion that information contained in them will be of assistance to her/him. The other most important aspect of qualitative methodology is that; during the discussions with the focus groups, a researcher is able to adjust if (s)he realises that the question has been poorly formulated.

1.11 POPULATION AND SAMPLE

A population is a group of elements or cases, whether individuals, objects or events that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher, 2010, p.129). Ary, Jacobs & Razavieh (1990, p.169) define population as all members of any well-defined class of people, events or objects. From these definitions it is deduced that all persons who are proposed to be covered in the research project are the population of the research. In the case of this study the population includes all Senior Phase Social Science teachers and HoD's for this subject in the Lejweleputswa district.

A sample is a group of individuals from whom data is collected (McMillan & Schumacher, 2010, p.129) and it is a small group that is observed in order to make transferability about the population (Ary, *et al*., 1990, p.169). From this explanation it is deduced that a sample is subdivision of population. The intention of the sample is therefore to accurately represent the population from which it is drawn. The information obtained from the sample gives the researcher a vivid picture about the population (Charles, 1995, p.28). In order to understand the phenomenon that is under investigation, it is not always necessary to study all possible cases; hence it is important that sampling be done to enable the researcher to study a portion of the population rather than the whole population. Since this study will be qualitatively conducted, the sample thereof is discussed below.

1.12   QUALITATIVE SAMPLING

Since I have decided to use qualitative research methodology I must use a very small number of respondents or participants as suggested by Amy Black Stone[8] to form a sample of my study.   According to him there is a number of sampling which suit qualitative methodology.   For the purpose of this research project my sample will be focus groups which are defined differently by different scholars.   Another scholar[9] defines it as a "*small group of people between 4 and 15 led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not large that some participants are left out*".   A mention must be made that I am intending to hold focus group discussions at six secondary schools situated in each of the six towns in Lejweleputswa district of education and for the reading of documents; the observations will also be done at the same secondary schools.   At these schools I will focus only on the senior phase Social Science teachers whom I think have direct experience of the problem I am enquiring into.   Since the number of teachers teaching the senior phase Social Science differs from school to school; at each school there may be 2-4 teachers who will form a group with which I will carry out discussions.   In other words I shall be discussing with six groups one of which will be constituted of more or less 2-4 teachers.   The actual number of teachers who form focus group is 16 (cf. paragraph 4.6). What I infer here can be diagrammatically represented as follows:
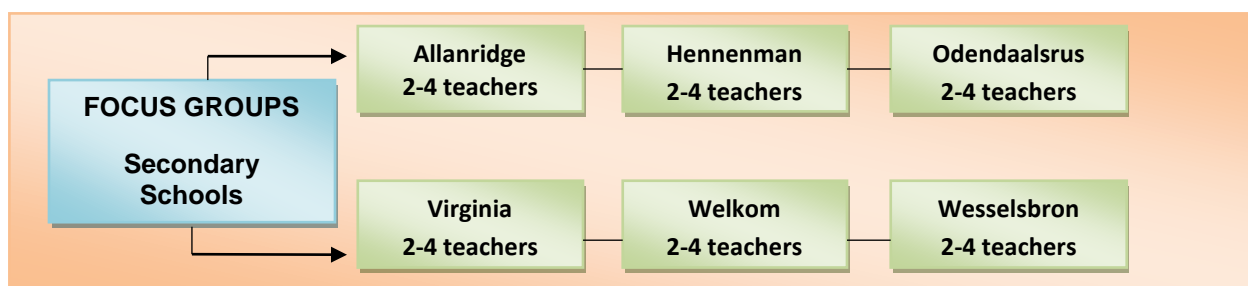
Diagram 1.1: The focus groups of senior phase Social Science teachers selected from each of the secondary schools of the six towns

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1 http://webcache.googleusercontent.com/search?hl=en-ZA&biw&bih&q=cache:7_hpZ

[9]http://www.businessdictionary.com/definition/focus-group.html.

The above diagram depicts focus groups whose experience regarding the challenges and dilemmas facing them as senior phase Social Science teachers I will share with. I hold the views that the decided upon focus groups who will participate in the research project will stimulate and influence the construction of knowledge. Secondly, I would like to mention up front that the purpose of the focus groups is not to debate, resolve conflict, an opportunity to collaborate or even to have an educational session; but to highlight the challenges each member of the group's experiences.

1.13   QUALITATIVE METHODS OF RESEARCH

As has already been mentioned in paragraph 1.10 the concept method answers the question what I am going to use in the research I intend to carry out in order to attain the aims and objectives of the research (cf. paragraph 1.7) or to solve the problem I have already identified in paragraph 1.6. A method is definitely not a methodology. It has however been noticed that there are scholars who use the concept method and methodology interchangeably (McMillan & Schumacher, 2010, p.8). I am of the opinion that to use the two concepts interchangeably is not correct because it is not how they should be used. Durie (2013, p.1) also shares the same sentiment by pointing out that the term method differs from the term methodology. According to him methods are the tools, techniques or processes that are used in research in order to collect information or data that is needed for a research project, whereas methodology is a study of how research is done (cf. paragraph 1.10). The research methods which I will use and whose account will be given in Chapter 3 are diagrammatically represented below.
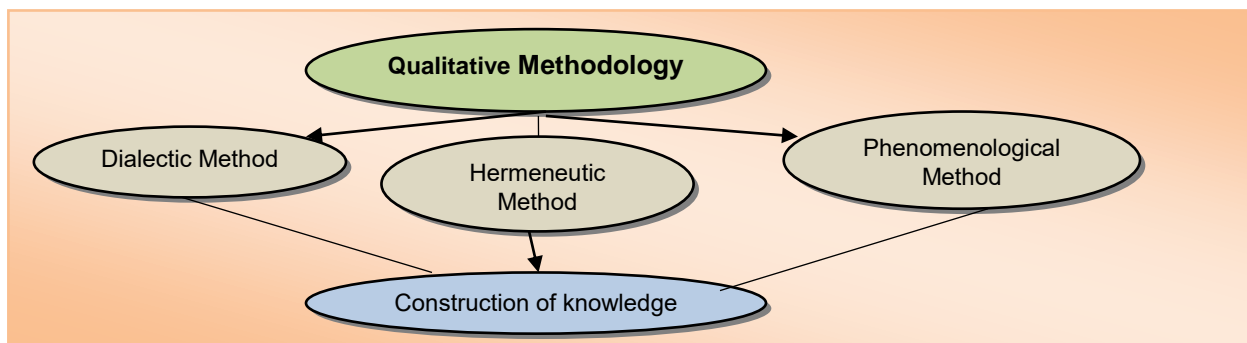
Diagram 1.2: Qualitative methods of research used to construct knowledge at the six secondary schools

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❃ **Dialectic method of research**: According to Max Maxwell[10] dialectic method is an old method which was used by a Greek philosopher known as Socrates. The word dialectic has been derived from the word dialogue (Berniker & McNabb, 2006, p.647). This means that when using this method there must be a dialogue between two people or more. In the case of this research, a dialogue will be between me and the focus groups (cf. diagram 1.1).

❃ **Hermeneutic method**: Newman (2011, p.1) explains hermeneutics as the method that is primarily concerned with the meaning of a text or text-analogue. He furthermore explains a text-analogue as anything that can be treated as a text, such as any human artifact, action, organisation or culture. In this research project, I will endeavour to understand the meaning of what is written in the official documents of the department of education and even in the newspaper reports by interpreting the content there of.

❃ **Phenomenological method**: This method describes how the researcher experiences what (s)he comes into contact with in her/his immediate environment. This means that the researcher describes the occurrence or the phenomenon that appears or presents itself, in her/his immediate environment. In other words what the researcher perceives, hears or even read about in her/his immediate environment is a phenomenon which needs to be understood and be given a meaning (Walters, 2000, p.2). After understanding what (s)he perceives, hears and or read about in her/his immediate environment, the researcher then gives meaning to it (Groenewald, 2004, p.5). In the same way, I will go to schools to observe what is happening or occurring in the classrooms and around the schools in order to understand the phenomena and give a meaning to them in relation to teaching and learning in the senior phase Social Sciences classrooms.

1.14   QUALITATIVE DATA COLLECTION TOOLS

Gill, Stewart, Treasure and Chadwick (2008, p.1) are of the opinion that the most used tools in collecting qualitative methodology data are interviews or discussion with the focus groups. Kawulich (2005, p.3) adds another dimension to this by pointing out that

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[10]http://www.socraticmethod.net/

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a researcher can also collect data by means of observation. While on the other hand Marshall (2006, p.11)[11] maintains that data can also be collected by analysing documents. In the case of this research project, I will collect data by means of discussions with the focus groups, observing where it is applicable to do so and the reading of the official documents and newspapers reports (Diagram 1.2).

✧ **Discussions with the focus groups**: The most importance of discussing with the focus groups is that a researcher is able to come up with richer information by discussion with the senior phase Social Science teachers who experience the problems and the dilemmas of teaching learners in this phase (cf. Chapter 3 of this research project).

✧ **Reading of documentary reports**: The documentary reports may yield valuable information regarding the problems and dilemmas that are facing the senior phase Social Science teachers. The strategy of collecting data by reading documents will be comprehensively explained in Chapter 3 of the research project.

✧ **Observation**: As may be deduced from 1.12 above, phenomenological method overlaps with dialectics and hermeneutic methods, which means that their methods of collecting data also overlap. For the purpose of this research I prefer to use observation as a technique or tool of collecting data. The advantages of this technique are that a researcher is able to directly see what the people do or what occurs/phenomenon in the classrooms rather than to be told what is happening in the classrooms. The researcher is able to personally collect information and evidence of the events or the occurrence of the activities in the classrooms (Groenewald, 2004, pp.6-7). I will use direct observation by watching teachers' interactions with learners and the process of teaching in the senior phase Social Science classrooms and the behaviour of both teachers and learners as they occur; as well as the observation of the Geography laboratories and the wall charts.

1.15   QUALITATIVE DATA ANALYSIS

Qualitative data analysis is a process by which a researcher organises and arranges information (data) that has been collected in order to interpret it. Sidhu (2006, p.276)

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[11]http://www.sagepub.com/upm-data/10985_Chapter_4.pdf.

defines data analysis as a method of breaking down data into simpler parts that the researcher will use for the purpose of interpretation. Data collected for this study will also be sorted into segments that are linked together. In other words, the information collected will be distributed into units which are prepared before the interviews. These units or segments may increase in number or be modified as the process of the interviews unfolds. This may happen as a result of questions that are not anticipated by unstructured interviews (Gray, 2014, p.607).

1.16   WORKING ASSUMPTION

Qualitative methodology does not use hypothesis which is statistically tested as is the case with quantitative methodology.   Secondly, qualitative methodology does not empirically collect data as is the case of qualitative methodology (Carnaghan, p.2013).[12] Instead, qualitative methodology uses communication and observation, interaction with the respondents and the reading of documents to collect data (cf. paragraph 1.13). Lastly, qualitative methodology uses natural settings and working assumptions.

Working Assumption is a set of beliefs which informs researchers about the work or research project they are writing about. The working assumption therefore helps a researcher to understand the importance of his/her research project[13]. Similarly Jayesh Patidar[14] maintains that research assumption is an expectation that a researcher believes to be true though there is no evidence to prove whether it is true or not. According to him assumption helps a researcher to develop a theory and research instrument; as such, it helps a researcher to implement the research process.

According to Carnaghan (2013)[15] every qualitative research has an underlying assumption that shapes the direction of her/his research. He furthermore points out that there are four types of philosophical assumptions that a researcher may make. In this research project the assumption that I make is that *there are challenges and dilemmas*

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[12]https://www.carnaghan.com/2013/03/philosophical-assumptions-for-qualitative-research/
[13]https://www.carnaghan.com/2013/03/philosophical-assumptions-for-qualitative-research/.
[14]http://www.slideshare.net/drjayeshpatidar/research-assumption.
[15]https://www.carnaghan.com/2013/03philosophical-assumptions-for-qualitative-research/

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that senior phase Social Science teachers are faced with which negatively impact on the performance of teachers and learners.

1.17   RESEARCH PARADIGMS

A paradigm is a frame of work within which a researcher conducts research. It may also be explained as a belief system of how a researcher can carry on conducting research in the field of his/her interest. This means that a researcher follows certain thought patterns which enable her/him to go on with her/his research. In literature, a number of paradigms such as positivist, post-positivism, transformative, pragmatic and constructivist are discussed.

In this study I will use the trustworthiness, axiology, credibility, and transferability paradigms which will enable me to conduct research in the natural setting whereby explanations, descriptions and evaluation of the phenomenon understudy will be given.[16] A fully detailed explanation of paradigms will be discussed in Chapter 4 of this research project. However, the definitions of paradigms which will be used are given below:

1.17.1   Trustworthiness

In qualitative study, the researcher seeks to gather information that is authentic and conforming to facts or experiences to maintain the trustworthiness of the research findings(cf. paragraph 4.7). Trustworthiness relies on the information that is real and veritable, and it can be defined as ways in which a qualitative researcher ensures that credibility, transferability, dependability, and confirmation are noticeable in his/her research study[17].

The findings of this study will be trustworthy because the researcher will be directly interacting with the participants who are going through experiences of problems and dilemmas being investigated. Therefore, information that will come forth during the collection of data will be regarded as authentic and worthy of trust.

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[16]http://www.iier.org.au/iier16/mackenzie.html
[17]http://srmo.sagepub.com/view/sage-encyc-qualitative-research-methods/n470.xml

1.17.2 Credibility

In order to ascertain that the findings are believable and credible, the qualitative researcher allows the respondents to determine if the findings reflect their experiences and feelings (Kumar, 2014, p.219). In this way, the researcher attempts to make the results of the study to be truthful as speculated by the participants (cf. paragraph 4.6). It is also for this study to ensure the credibility of its findings by giving the respondents a chance to confirm and approve the results[18].

1.17.3 Axiology

Axiology is the philosophy of values and ethos. There is no way that a person can do or conduct a research in Social Science without considering values such as respect and the importance of participants and their worthy. This means that a researcher must always show respect for the participants/respondents by not forcing them to take part in the research. Secondly, the participants and their schools must be protected. This must be done by taking into consideration their wellbeing (cf. paragraph 4.2). For example, they must be told about the procedures that will be followed. They must also be told that their names and that of their schools will not be disclosed and that the information they furnish me with will be kept confidential.[19]

1.17.4 Transferability

Transferability is referred to as the degree to which the findings of a qualitative research study can be applied beyond the delimitations of the research study, and are mostly used by readers of the study.[20] The results of this study will not be generalised (cf. paragraph 4.8), instead they will be transferred to other schools which are similar to schools where I will be conducting this research.[21]

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[18]http://www.ehow.com/info_10055327_credibility-qualitative-research-methods/n26.xml
[19]http://en.m.wikipedia.org/wiki/Axiology
[20]http://socialresearchmethods.net/kb/qualval.php
[21]http://universalteacher.com/1/transferability-in-qualitative-research/

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1.18   LIMITATIONS OF THE STUDY

This study will be limited to Lejweleputswa District which comprises of the following towns Welkom, Virginia, Odendaalsrus, Bothaville, Allanrigde, Wesselsbron, Hoopstad, Bultfontein, Theunissen, Winburg, Ventersburg, Bosshof, Brandford, Verkeerdevlei, Hertzogville, Dealesville, Soutspan, Brandford and Henneman.   The sample as mentioned in paragraph 1.12 will only be constituted of Senior Phase Social Science teachers as depicted on Diagram 1.1. As such, other teachers will not be involved in the discussion.

1.19   KEY WORDS AND CONCEPTS

Curriculum and Assessment Policy Statement (CAPS); Focus groups; Social Science; Trustworthiness; credibility; transferability; hermeneutic method; dialectic method; heuristic method, and phenomenological method.

1.20   PROGRAMME OF STUDY

The programme for this study will be outlined as follows:

✧ **Chapter one: Introductory orientation**

Chapter one introduces this study, discusses the background as well as the significance of this research. In addition, the statement of the problem is discussed; the research aim and research questions are identified. This chapter also provides a brief description of the research design and the methodology. A reference to the significance of the study is also made. Finally, concepts used in this study are clarified and a programme of this investigation is outlined.

✧ **Chapter two: Literature review**

Chapter two provides a broad overview of the concepts, contexts, theories, literature relevant to this study, and the theoretical framework. This chapter makes allowance for discussionsonchallenges and dilemmas that Senior Phase Social Science teachers encounter when teaching this subject and mechanisms put in place by the Department

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of Education to deal with such matters. It also includes a brief overview on policies of CAPS.

✧ **Chapter three: Qualitative research design**

This chapter discusses the research methodology, research paradigms and research methods as well as how the research was conducted. This design serves as a framework for this study and directed the whole research process. Population and sample of the study are discussed in detail. Information about the method of sampling, data collection and data analysis are also covered in this chapter. Validity and reliability are also discussed.

✧ **Chapter four: Data analysis and interpretation of results**

This chapter caters for the analysis of data as well as the interpretation of results of this study. It also includes data analysis process and a presentation of the findings as well as the explanation of how data was analysed.

✧ **Chapter five: Discussion and summary of the findings, conclusions, limitations and recommendations**

This chapter presents an overview of the first four chapters and a conclusion to this study. It includes discussions on findings of this investigation that links to the literature reviewed.   Limitations of the study are discussed and the chapter ends with recommendations and suggestions for further research.

1.21   CONCLUSION

This research study looks into and attempts to unearth challenges and dilemmas that senior phase Social Science teachers are confronted with in the education district of Lejweleputswa and further attempts to put to the fore possible answers and solutions that will improve learner performance results as well as to better the implementation of the curriculum.

Chapter one outlined the background, purpose, and the significance of this research study. It also covered preliminary study of literature, problem statement, research aim

and fundamental research questions; aims and objectives of the study, population and sample as well as the research design and methodology. The next chapter (i.e. chapter two) provides a broader and deeper review of literature that is much related to this research project.

CHAPTER TWO

2. CHALLENGES AND DILEMMAS FACING SOCIAL SCIENCE TEACHERS

2.1   INTRODUCTION

The main aim of this chapter is to review literature that is related to challenges and dilemmas that senior phase Social Science teachers are encountering (cf. paragraph 1.6). It provides discussions on the historical background of the continually changing South African schools' curriculum (cf. paragraph 2.2). The chapter also unfolds challenges and dilemmas concomitant to the application of the aims and objectives of Social Science by teachers (cf. paragraph 2.4). As indicated in the previous inferences Social Science is a two-sided subject (cf. paragraph 1.2); a lengthy account on how teachers are frustrated by handling both Geography and History content, are respectively highlighted (cf. paragraph 2.5).

Problems regarding the application of methods of teaching (cf. paragraph 2.6) and assessment (cf. paragraph 2.7) as components of the curriculum illustrated in diagram 2.1 in the subsequent discussions hereon (cf. paragraph 2.3), are also thrashed out. Challenges and dilemmas that retard the intent of the policy statement advocated by CAPS (cf. paragraph 2.9) are as well accentuated in the foregoing discussions hereto. Finally (cf. paragraph 2.10), provision is made on how theories of the curriculum (cf. diagram 2.2) may assist teachers in solving problems identified by this research study (cf. paragraph 1.6). The review given in paragraph 1.5 of this study will be comprehensively discussed in this chapter.

2.2   HISTORICAL BACKGROUND OF SOUTH AFRICAN CURRICULUM

The following discussions underpin the historical background of the South African curriculum as it transformed from the apartheid era to a democratic dispensation within which it was continually modified with the intent to strengthen it. Before the introduction of democracy in South Africa in 1994, education was designed in a manner that kept different racial groups segregated. The discrimination in our country had its roots in the

Population Registration Act of 1950, the Bantu Education Act of 1953 and other harsh laws of the apartheid system, which were passed by the nationalist government which came to power in 1948 (Earle, Keats, Clacherty, Roberts, Thraves, Doubell & Ray, 2013, pp.160-165).

The discriminatory laws in the aforementioned paragraph maintained separate developments in order to divide and control the non-white population of this country, as well as to uphold white supremacy and domination. McGregor (1992, p.20), as cited in Rambuda (2002, p.1), concurs that the apartheid era education system protected whites' exclusive rights, political, social and economic power. The resistance inside as well as from outside the country brought the segregation of the people of South Africa to its ultimate end.

The dawning of democracy in South Africa was apparently going to effect changes in many different aspects that affected the lives of its people. To redress the imbalances of the past, education among others, had to be transformed; and to satisfactorily meet the needs of all South Africans, irrespective of colour, gender, race, different languages and religious belief (cf. Preamble to the South African Schools Act; henceforth SASA). This resulted in the changing of curriculum which was designed in such a way that it was outcomes-oriented. This new curriculum was referred to as Curriculum 2005 (henceforth C2005) (Maluleke, 2015, p.2).

The new democratic government thought that it would be easy for the provincial education departments to implement C2005 which was constructivist in design because it moved away from the traditional technique of the aims-and-objectives to the outcome-based oriented curriculum (Booyse & du Plessis, 2008, p.53). However, this did not work, and as a result the C2005 was reviewed by the committee set up to deal with this issue. The revised C2005 came to be known as the Revised National Curriculum Statement (henceforth RNCS) which was also outcomes based-oriented (Chisholm, 2003, pp.1-2).

The mistakes which appeared to have been done by the ANC government is that the curriculum designing/planning was entrusted to the committee comprising teacher

unions such as the South African Democratic Teachers Union (henceforth SADTU); National Association of Professional Teachers Organisations in South Africa (henceforth NAPTOSA) and Suid Afrikaanse Onderwysers Unie (henceforth SAOU) as well as university based intellectuals (Chisholm, 2003, pp.1-2).

I think this move was wrong, because in all developed countries, before a curriculum which is thought to be suitable for the people of that particular country is designed, a commission which is headed by a professor or a doctor of Education is set up to conduct research into its education system[22] which will be suitable for that particular country. For example, a commission looks at a number of issues including educational modalities which must be taken into consideration when designing a suitable curriculum or education system for a country; something which a committee does not do.

For example, when a country designs its curriculum, the commission set up to design a curriculum may consider the educational modalities such as economic situation, financial status of the country, culture of the people, work ethic of the teachers, the type of adult the curriculum intends to get out of a learner, philosophy of education, the private and public sectors' markets etc.[23]   Educational modalities may differ from country to country. Even if that is the case, there may be similarities and differences in the educational modalities of different countries (Lapus, 2008, pp.4-7).

To further clarify what commission of enquiry into education is, I think a clear example is the commission of inquiry into higher education and training which was set up by our government in 2016 in terms of section 84(2)(f) of the Constitution. The chairperson who was appointed to head the commission is the Honourable Justice Jonathan Arthur Heher while its members are Advocate Gregory Ally and an attorney, Ms Leah Thabisile Khumalo.[24]   It is also very important to note that a commission is different from a

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[22]https://www.facebook.com/ministry-of-education-guyana/education-system-to-be-reformed-countrywide-auddit-and-commission-of-inquiry-into/896529957077171/
[23]http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/mages/Training_Module_1_on_Educational_Planning_Eng.pdf.
http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Training_Module_1_on_Education_Planning_Eng.pdf.
[24]http://www.justice.gov.za/commissions/commissions_list.htm.

committee. The most important role of a commission is to investigate.[25] The term investigates means to find facts about an issue or to conduct research on education system or curriculum in order to find facts (Soku, 2015, p.1).

Because of not taking into consideration the commission of enquiry which was supposed to enquire into the suitable curriculum for the South African people, the ANC government had to transform RNCS which also did not work. They then came up with a new curriculum namely the CAPS which lays emphasis on subject content, pedagogical approaches, assessment, aims and objectives (cf. diagram 2.1). In fact, according to many curriculum studies scholars including Batchuluun[26] agree that there is no way that a teacher can teach without considering aims and objectives, content, method of teaching and evaluation/assessment. In this research project I am intending to look into challenges and dilemmas that might be inhibiting CAPS. My focus will be on Senior Phase Social Sciences Teachers in Lejweleputswa District in the Free State Province.

2.3   CURRICULUM AND ASSESSMENT POLICY STATEMENT

As indicated in paragraph 1.1 of this research project, I will address challenges and dilemmas that might be there in CAPS which is an amendment of the RNCS (du Plessis, 2013).[27] To further clarify what might be ambiguous, I must upfront indicate that the RNCS was not totally done away with. In other words, in CAPS there are some processes and procedures of the RNCS which must still be followed (Mtshali, 2012, p.1). In addition to this, it must be remembered that RNCS, is outcomes-oriented (cf. paragraph 2.2) whereas CAPS is content oriented.

In contrast to RNCS the CAPS gives direction to what must be taught to the learners. In other words, CAPS gives guidance to what a teacher must plan to teach and what a learner must learn. In terms of what I discussed in paragraph 1.1 what a teacher plans to do in the teaching and learning situation is referred to as a curriculum. If that is the case, this reaffirms that CAPS is not a mode (method) of teaching but a curriculum. As

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[25]https://www.facebook.com/ministry-of-education-guyana/education-system-to-be-reformed-countrywide-auddit-and-commission-of-inquiry-into/896529957077171/
[26]http://web.ceo.hu/crc/Syllabi/alumni/envsci/batchuluun.html.
[27]http://www.unisa.ac.za/contents/colleges/col_education/docs/CAPS%20INTRODUCTION%20TO%CAPS%202013.pdf

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a new curriculum CAPS, is content based as opposed to the RNCS which was outcomes-oriented. CAPS give direction to the content which must be taught, a teacher must teach in the teaching and learning situation. It goes without saying that a teacher must plan the aims and objectives of the content (s)he is going to teach.

The next component of the teaching and learning situation (s)he must plan is the methods of teaching the content. Lastly and more importantly, a teacher must plan assessment procedures and techniques that will be used in the teaching and learning situation in order to find out whether the learner understood the content that (s)he taught (Jacobs, Vakalisa & Gawe, 2000, p.32). The diagram 2.1 below depicts CAPS components I think pose challenges for the Geography and History teachers in Senior Phase classes.
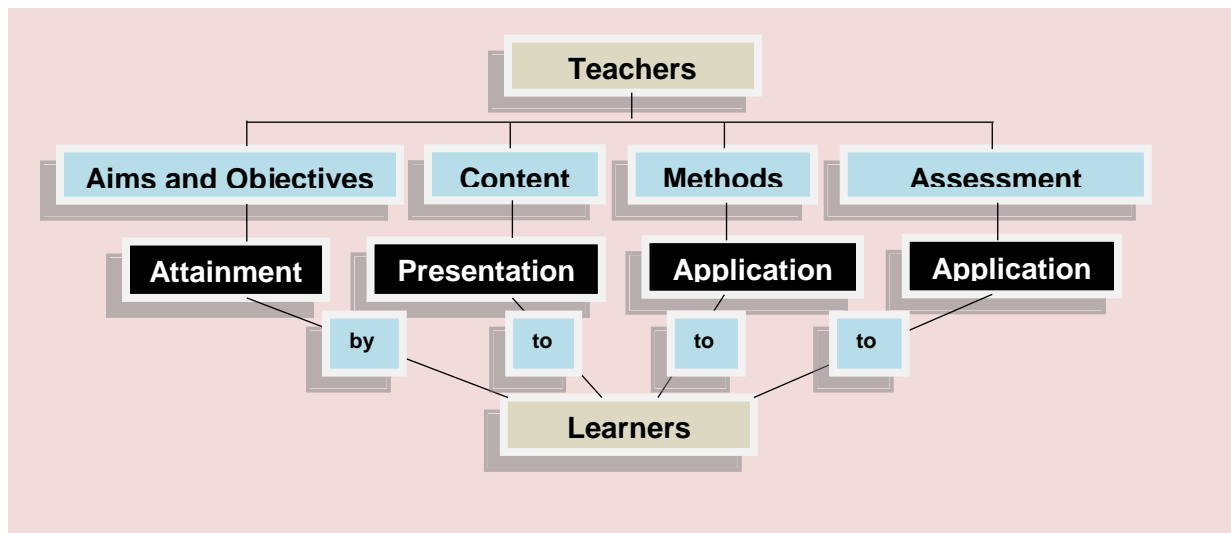
Diagram 2.1: The components of teaching and learning situation

It is also important to note that schools are not adequately equipped to attain aims and objectives of Geography and History; and to enable teachers to teach the contents of these subjects adequately. Like a motor mechanic who needs sets of various tools to do his job of fixing cars and medical doctors who require various apparatus to help patients to get better and be healed, so is the same with teachers in schools. Schools need to be well-equipped for effective teaching and learning practices. Therefore, without hesitation teachers would be frustrated on how to do their planning of lessons and how to give learners adequate work to do in their classrooms as well as at their

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respective homes, if there is a lack of LTSM. There are various challenges that are interwoven with problems around the availability of resources to effectuate teaching and learning. Recursive challenges such as overcrowding in classes[28], inadequate supplies[29] and late deliveries of the LTSM in schools hamper negatively on curriculum practice environment.[30]

Moodley (2013, p.79) concurs with the foregoing paragraph to point out that teachers hold the views that textbooks are not sufficient. Owing to this, there are situations whereby 40 learners have to share 10 textbooks. This is in contrast with what was highlighted by State President Jacob Zuma in his state-of-nation-address in 2011 in which he emphasised the importance of learner support material as well as the fact that his administration will "*ensure that every child has a textbook on time*". It also contradicts what the basic education minister Angie Motshekga uttered about the introduction of a '*new system of selecting and providing LTSM*' which was compiled in line with the call by the state president (DBE – Curriculum News, May 2011, p.18).

One cannot turn a blind eye on the fact that recent technology like projectors, internet and well-equipped laboratories are in dire need for the attainment of aims and objectives of the curriculum. Classes that are furnished with wall maps and pictures for geography and history to add value and quality to the teaching and learning thereof, are a prerequisite. It is disgraceful to realise that some Grade 9 learners cannot name all South African provinces, or apply 8 cardinal points of a compass to determine direction. It is crucial to have such resources in classrooms because they give direction to lessons as well to provide information for references. To inspire and inform learners, LTSM play a prominent role and improve teaching and learning.[31]

2.4   AIMS AND OBJECTIVES

Aims and objectives are concerned with what a teacher plans to teach in the learning and teaching situation. What the teacher plans to teach is the intention of the teacher.

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[28]http://www.iol.co.za/news/south-africa/eatern-cape/poor-facilities-cripple-teaching-1326099
[29]http://mg.co.za/article2012-08-10-00-schoolbook-shortage-a-chronic-issue
[30]http://mg.co.za/article2013-08-23-00-south-africas-hidden-textbook-crisis
[31]http://prezi.com/m/ojiuye8blebp/lack-of-resources-in-schools

In other words, the teacher intends to teach what (s)he wants the learner to learn[32]. The aims and objectives are the same in terms of achieving what the teacher intends to teach. They are however different in terms of the timeframe. For example, aims are goals that are achieved after a long period of time whereas objectives are goals that are achieved in short space of time.[33] Both aims and objectives of Geography and History in the senior phase are planned by the teachers. For the purpose of this research project, the aims and objectives will be discussed separately.

2.4.1 Aims

The aims of the content of Geography and History must be planned by the Social Science teachers to enable them to teach what the learners must learn in the teaching and learning situation (Jacobs, Vakalisa, & Gawe 2000, p.33). The planning of the aims of the content of the subject to be taught by a teacher and to be learnt by a learner is very crucial because it is where the teacher takes a decision of what (s)he wants to teach and what (s)he wants the learners to learn.[34] As has already been mentioned in the preceding paragraph 2.4 aims are main concepts of Geography and History which the senior phase Social Science teachers must plan for the whole academic year.

According to the business dictionary, the term planning is "*the formulation of one or more detailed plans to achieve optimum balance of needs …*"[35] This definition spells out that planning is what a planner wants to achieve. In the teaching and learning situation a planner is a teacher who wants to achieve aims of the content of Geography and History for the whole year. According to Kizlik (2014, p.1) the best and the most effective teachers are good planners and thinkers. This means that senior phase social sciences teachers must always remain the students of Geography and History to enable them to think and to plan because planning starts in the mind of a teacher. If that be the case, this becomes vividly clear that no one must plan the aims of Geography and History except the senior phase Social Science teachers.

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[32]http://www.abdn.ac.uk/admin/aimsobs.shtml.
[33]http://www.learningandteaching.info/teaching/objectives.htm.
[34]http://www.uts.edu.au/research-and-teaching/teaching-and-learning/learning-and-teaching/planning-and-preparing-teaching.
[35]http://www.businessdictionary.com/definition/planning.html.

In support of what is discussed in the preceding paragraphs I would like to indicate that Wilson (2008, p.75) is also of the opinion that the aim of the content of any subject; in my case Geography and History taught by senior phase Social Science teachers is planned from the perspective of a teacher. McKimm (2003, pp.6-8) concurs with this perception by pointing out that teachers themselves must plan the aims of the contents of the subjects they teach. In contrast with what is said in the foregoing discussions, in CAPS the Department of Basic Education (henceforth DBE) has already planned the aims of Geography and History.[36] For example, in the Social Science policy document there are preplanned topics and activities that teachers and learners should do in specific classes.

This is incompatible with what most of the curriculum studies exponents recommend. For example, McKimm (2003, p.2) suggests that each and every subject must have a syllabus which describes what content should be taught in a particular subject. The deduction I make from this assertion is that Geography and History must have a clear and comprehensive syllabuses which tell or guide the senior phase Social Sciences teachers what aspects of the content of these subjects must be taught for the whole academic year. If that be the case, this will enable the teachers to formulate or to plan aims of Geography and History efficiently and effectively.

What is very important is that when the senior phase Social Sciences teachers formulate or plan the aims of Geography and History they must consider contextual factors which differ from country to country; from school to school; from subject to subject; and from class to class. By contextual factors I mean the type of learners – their work ethics; their preparedness for the subject. The behaviour of learners: the disruptive behaviour; learners bunking periods; learners coming late to school. The type of teachers teaching Geography and History – embarking on industrial activities during school hours; proficiency in English which is the medium of instruction of Geography and History etc.[37] The contextual factors which are of course the bearers

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[36]http://maskewmillerlongman.ning.com/profiles/blogs/whhat-you-need-to-know-about
[37]http://www.uts.edu.au/research-and-teaching/teaching-and-learning/learning-and-teaching/planning-and-preparing-learning

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for planning aims and objectives of Geography and History will be discussed together with the objectives of Geography and History in paragraph 2.4.2 below.

2.4.2 Objectives

Wilson (2014) defines objectives as what the teacher intends to do and achieve within a short space of time. For example a senior phase Social Science teacher must formulate or plan objectives of Geography and History on a daily or weekly basis.[38] The objectives of Geography and History are related to the aims of these subjects. The formulation of the objectives helps a teacher to think clearly and critically about the contents of these subjects; secondly the planning of objectives by a teacher helps her/him to take decisions about the steps (s)he is going to follow when presenting a lesson. Lastly and more importantly, the formulation of the objectives by a teacher will help her/him to complete the syllabus (Skilbeck, 2007, pp.2-3).

The knowledge that learners gain during their daily lessons helps them to realise objectives that teachers planned. The level of achievement of the set objectives can be depicted through the assessment of what learners have been taught.[39] The success of every Social Science lesson depends on a thorough planning by teachers, broad knowledge of content and also how the teachers apply the relevant teaching and learning methods (cf. Diagram 2.2).

Be that as may, the print and electronic media had on numerous occasions reported that learners at township public schools are wayward to such an extent that they defy, insult, and threaten teachers who teach them (Ntuli, 2015, p.1). At some other schools learners are abusing drugs and alcohol, while others are taking part in gangsterism. The gang violence activities start in the townships and ends up on the school premises. Tessa Ndlovu Muller[40] reported that boys from the initiation schools form gangs that terrorise school going children in Heidedal township in Bloemfontein. This resulted in one person being killed while others were brutally injured. The picture below shows parents who went to school to fetch their children in the wake of violence at the school.

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[38]http://www.myenglishpages.com/site_php_files/teacherrs_resources_lesson_plan.php.
[39]http://en.m.wikipedia.org/wiki/Educational_aims_and_objectives
[40]http://www.thejournallist.org.za/kau-kauru/heidedaal-rastas-step-in-to-protect--kids-from-gangs

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The learners who partake in criminal activities are likely not to achieve aims and objectives of Geography and History.

Picture 2.1: Worried parents picking up children at schools in Heidedal Township after alleged gang violence

More often than not the aims and objectives of Geography and History are not effectively attained by learners (cf. Diagram 2.2) because the teachers who teach these subjects do not have a clue as to what has been planned for them by the DBE to teach, since they have not planned the aims and objectives of Geography and History themselves. Dr Benjamin Bloom puts it very clearly when he says that teachers as students of the subjects they teach must be creators – creating which is on top of Bloom's Taxonomy of Learning Domains[41]. This means that the Geography and History teachers must create their aims and objectives of these subjects. By so doing they will have skills and knowledge of Geography and History. Kim Bennett (2007, p.1)[42] concurs with this notion by postulating that what I do I understand, not what somebody does for me.

In the documents compiled by the DBE (NCS/CAPS, Senior Phase Grades 7-9 Social Science, p.21) directive is given to the senior phase Social Science teachers that within so many weeks certain aims and objectives must have been completed. This directive poses a dilemma because of a number of issues already mentioned in paragraphs 2.4.1 & 2.4.2. The most important one I think it is the contextual factors. It seems as if when

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[41]http://www.nwlink.com/-donclark/hrd/bloom.html.
[42]http://www.phrases.org.uk/bulletin_board/55/messages/669.html

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the DBE formulated aims and objectives of Geography and History for the teachers they did not consider the fact that; to hone the skills and knowledge of the teachers, the teachers themselves must formulate aims and objectives of these subjects.

Similarly, the DBE did not consider many holidays that our country has when formulating the aims and objectives of Geography and History; as well as the unionised teaching personnel who more often than not take to the streets during school hours protesting against whatever they are not satisfied with. The picture below depicts members of SADTU who marched in Bloemfontein to hand a memorandum of demands to the Premier of the Free State. Among others, they complained about the bad education system in the province (Chabalala, 2016, p.1).

Picture 2.2: Sadtu members abandoning lessons to march to the offices of the premier in Bloemfontein

Likewise, it seems as if the officials of the DBE did not consider the fact that in this country; except at the private schools and some of the former model C schools, the extra mural activities at the public township schools are done during teaching time. Whereas at the private schools and at some of the former model C schools these are done even on Friday after school. As a result of what is discussed here, it becomes difficult if not impossible for the Geography and History teachers as well as learners at

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the schools identified as a sample in paragraph 1.11 of this research project to achieve aims and objectives of Geography and History.

2.5   CONTENT OF SOCIAL SCIENCE

The introduction of CAPS drew a clear line between the teaching and learning of Geography and History content unlike the way it was during the C2005 era (cf. paragraph 1.2).   Subject content is the most important component of the CAPS curriculum.   Aims and objectives (cf. paragraph 2.4) are attained through the acquisition of content knowledge; and assessment of learners is based on what they are taught in class.   By subject content I refer to the contents of Geography and History which are taught in schools.   The contents of the two subjects are important because it is what the teachers are teaching during the teaching and learning process.[43]

The content entails knowledge, skills and values that learners should gain and develop in schools.   Topics and themes that are covered in the content of different subjects in schools should be relevant to the needs of a particular society.[44]   Content serves to destine the aims of the curriculum and requires good teaching that includes high levels of expertise and subject knowledge.[45]   Khwaja (2009, p.9) maintains that research evidence has established that confidence to teach is determined by teachers' own subject knowledge and understanding.

Unfortunately, in our country other subjects are not regarded as key subjects.   This includes the Social Science subjects namely Geography and History.   The only subjects which are considered to be key subjects are Mathematics and Science.[46]   I seem to refute this notion.   To me, all the subjects are key subjects and important.   Due to this perception, when teachers are appointed to teach Geography and History section 7(1)(a) of the Employment of Educators act (henceforth EEA) which provides that when

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[43]http://sitwe.wordpress.com/2011/04/01/when-is-the-curriculum-content-of-social-relevance-%E2%80%93-essay-by-grace-c-kapoma-carol-namusokwe
[44]http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/defining-curriculum-content
[45]www.fromgoodtooutstanding.com/2013/03/ofsed-2012-teacher-subject-knowledge
[46]http://mathsandscience.com/about/.

an appointment of an educator is made, the ability of the candidate to teach the subject must be taken into consideration is not considered.

As a result of this, incompetent Geography and History teachers are appointed. This is also compounded by the allegation that SADTU collude with the SGBs and the DBE officials to sell the teaching posts irrespective whether the person they sell a teaching post to has competence in the subject (s)he is appointed for. John (2015, p.3) concurs with this notion by pointing out that an official in Limpopo province confirmed that he is normally instructed by someone above him to appoint so-and-so regardless of the persons knowledge of the subject. This is not only peculiar to the Limpopo province. In fact, this is a trend in all provinces in South Africa.

Owing to this malpractice, most Geography and History teachers do not know the content of these two subjects. Phakathi (2014, p.2-3) adds another dimension to this by inferring that South Africa has the highest teacher absenteeism rate; if one has to compare it with the South African Development Community region. This presupposes that the Geography and History teachers often absent themselves from the classes; as a result of this the contents of these subjects are not taught on the days they are absent. Masondo (2016. pp.1-3) aligns himself with the preceding paragraphs by reporting that the minister of the DBE informed attendees of the Education Lekgotla in Centurion that most teachers in the township schools are hardly found in the classrooms as they bunk the teaching periods; whereas other teachers do not show up at schools on Mondays and Fridays. Some of the teachers play with their cell phones in the classrooms while others while away their time in the staffrooms. The management teams of schools are unable to remedy the situation. Since this is practice in most township schools it is deduced that this phenomena encroaches on the teaching of Geography and History content.

2.6   METHODS OF TEACHING

The term methods of teaching is defined as *the general principles, pedagogy and management strategies used for classroom instruction.*[47]   The teachers have to use

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[47]http://teach.com/what/teachers-teach/teaching-methods.

different types of teaching and learning methods to lead learners towards the attainment of aims and objectives of a specific lesson or topic.[48] Hence it is important that Social Science teachers have a clear knowledge of choosing and applying appropriate teaching methods. A teacher uses a method that is suitable for a certain lesson. When a teacher chooses a teaching method (s)he takes into consideration many issues. For example, the level of knowledge of the learners (s)he teaches and also what (s)he wants the learners to achieve.

There are teacher-centered as well as learner-centered methods. During the OBE era, which lasted for more than ten years, Social Science teachers got used to its teaching methods which were dominantly learner-centered. Teachers' role was more on facilitation than teaching. The sudden change to CAPS means that teachers should change their teaching methods. The changing over to the new curriculum means that teachers must frequently be trained with a view of empowering them to cope up with CAPS (Ornstein, Pajak and Ornstein, 2007, pp.110-111; & Capel, *et al*., 2013, p.17).

However, there is a lack of developmental workshops for Social Science teachers since the inception of CAPS. As a result of this Geography and History teachers are faced with challenges and dilemmas in teaching these precious subjects in that they lack knowledge of methods of teaching them. The absence of workshops also affects the HoDs whose work, among others, is to support and develop teachers at school level (Jaca, 2013, p.13).

The unfortunate part of it is that most of the HODs for Geography and History oversee these subjects they do not teach or have never taught before. Some of these HODs are those who have been appointed on the basis of being the members of SADTU who allegedly bought the promotional posts (Masondo, 2016, pp1-3). This means that they do not have knowledge of the methods of teaching Geography and/or History. This renders them incompetent which resulted in them failing to support Social Science teachers (Olivier, 2013, p.17).

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[48]http://en.wikipedia.org/wiki/Teaching_method

As has been alluded to in the preceding paragraph another factor which impacts negatively on the methods of teaching Geography and History is illegal appointment of SADTU members in the teaching and promotional posts across the country, including those of principals.[49] This suggests that teachers who have not been trained in Geography and History are appointed because of them allegedly paying for the teaching post. Such appointments impact negatively on Social Science subjects because the appointees may lack knowledge and ability of Geography and History methods of teaching (cf. section 7(1)(a) of EEA).

 The success of the implementation of CAPS relies mostly on the proper and effective use of teaching methods.[50] Lecturing, as one of the teaching methods, facilitates learning through the delivery of facts and concepts. This cannot simply happen with social sciences teachers who do not have a rigid knowledge-base of the subject content (cf. paragraph 2.5), and as a result, (s)he may fail to attain aims and objectives (cf. paragraph 2.4) that have been formulated for the particular lesson or topic. The correct choice and application of teaching methods needs a skilled teacher who is able to choose suitable teaching methods for certain lessons as well as to balance such teaching methods with learners-centered methods to effect teaching and learning (Jacobs, *et al.*, 2011, p.156).

Demonstration is also a teacher-centered method which requires teachers who are properly trained for its effective use and deeper understanding and the mastery of the specific subject content. CAPS introduced new topics in different senior phase Social Sciences classes. This poses a serious problem to teachers who do not have knowledge of such topics as well as a lot of frustration to newly inducted Social Science teachers who do not only have poor subject content knowledge; but also cannot always make wise choices and application of teaching methods (Avalos, 2011, p.11).

The effective application of teaching methods needs teachers who are quite acquainted with their dynamics. These teaching strategies require thorough planning and preparation by social sciences teachers to successfully apply them. Effective teachers

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[49]http://m.news24.com/news24/Archives/City-/Press/How-Sadtu-sells-its-posts-20150429
[50]http://theconversation.com/chalk-and-talk-teaching-might-be-the-best-way-after-all-34478

use a variety of teaching strategies in an attempt to achieve set goals of the lessons.[51] Social Science need teachers who are well armed, not only with the knowledge of its subject matter content, but also with the most effective ways of teaching and curricular content knowledge, as well as to establish if their lessons were effective or not by means of various ways of assessment as will be discussed in paragraph 2.7.

2.7   ASSESSMENT

Assessment is one of the important components of the curriculum.   The term assessment is defined differently by different scholars to mean what teachers should be doing in the classroom.   One scholar[52] defines assessment *as a process by which assessment information is used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies*. In the same way, another scholar[53] defines it as *the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences*.

It is very clear from the definitions mentioned in the preceding paragraph that a teacher must continually assess learners (s)he teaches in order to ascertain how effective (s)he applied the teaching methods to present the content to the learners as depicted on diagram 2.1. For example, a teacher can assess learners by giving them activities that are designed in different approaches such as assignments, tests, projects and examinations in accordance with the assessment policy prescribed by the CAPS.

Assessment requires from Social Science teachers, a thorough knowledge of different means of assessing learners (Tickle, 2000, p.35).   It also needs Social Science teachers who have been well trained to formulate clear questions and skilled in the compilation of different types of assessment strategies. For example, teachers should be able to differentiate between assignments and projects; and also be able to formulate questions for different levels or grades. They should be able to construct low,

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[51] http://the-teacher.wikispaces.com/Pedagogy+Teaching+Learning+strategies
[52] http://assessment.tki.org.nz?Assessment-in-the-classroom/underlying-principles-of-assessment-for-learning?what-is-assessment-for-learning.
[53] http://assessment.uconn.edu?what/index.html.

middle and high order questions for daily activities and formal assessment tasks (DBE Social Sciences Grades 7-9, 2011, p.47).

As I have indicated earlier on, there is a poor teacher developmental support by the district and voluntary subject cluster. As a result of this, teachers who teach Geography and History are not quite certain about how they should assess their learners as well as how prompt they should provide feedback on different assessment tasks that they engaged their learners in.[54] It is mostly common that teachers return marked formal tasks, like tests, to learners at the beginning of the next school term and do not get a chance to do remedial work. In this way, learners are denied the opportunity to see how they got certain answers incorrect as well to enable them to improve where they did not perform well.

Another challenge is that of lazy teachers who are from time to time referred to by the minister of the DBE education in her speeches when talking about the dysfunctional South African education system. According to the minister most teachers in general, and in particular those who teach at the township schools including the Geography and History teachers, are always absent from school whereas some leave the school premises to go to town as early as 10:00. The minister went on to say others bunk lessons. What the minister discovered about the teachers impacts negatively on assessment, since learners are not effectively and efficiently assessed (Mgaga, 2013, pp.1-2).

In addition to what Mgaga inferred in the foregoing paragraph Macupe (2014, p.1) adds another dimension to this by pointing out that at some schools teachers – Geography and History included, demanded sex from learners in exchange for marks. It has also been revealed that some township teachers award marks to the learners without marking their scripts. As a result they rely on assumption to decide who passes and who fails. The teachers who practice this are unable to find out whether learners understood what they were taught in Geography or History; or even to measure their academic readiness.

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[54]http://www.ernweb.com/educational-research-articles/teachers-describe-challenges-developing-formative-assessment-tasks

Similarly, the overcrowded classes negatively impact on assessment that Geography and History have to apply. In such classes, individual high quality feedback cannot be completely maintained.[55] In the overcrowded classes it is difficult for a teacher to apply the formative assessment during the presentation of a lesson because of the number of learners in such a class since individual attention is limited. As a result of this, it is impossible to give each and every learner feedback. Secondly, a teacher is unable to rectify the mistakes of learners who did not have an opportunity to ask or answer questions.

Effective and reliable assessment requires a sound knowledge and skillful application of its techniques by Social Science teachers (Gardner, 2006, p.119). It also needs persistent support of teachers by their supervisors in helping them to avail material that is necessary for effective evaluation and the attainment of the set learning aims and objectives. In general, teachers should have a clear understanding and broad knowledge of the assessment policy to effect development of skills, knowledge and values that the curriculum encapsulates.

2.8 MANAGEMENT OF TEACHING AND LEARNING GEOGRAPHY AND HISTORY

In terms of Chapter A item 4.2 of the Personnel Administrative Measures (henceforth PAM); among others the duties and responsibility of the principal is the professional management of a public school. The term management is defined differently by different scholars. The following definition of management by Van der Westhuizen (1991, p.55) is found to be relevant to this research project: *Management is a specific type of work in education which comprises those regulative tasks or actions executed by person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place*.

From the definition, the phrase that is important for the purpose of this research project is "regulative tasks or actions" to be taken by the principal who is of course in a position of authority. Van der Westhuizen (1991, p.44), among others identifies controlling,

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[55]http://www.cshe.unimenlb.edu.au/assessinglearning/03/large.htm/#fivechallenges

planning organizing, commanding etc. as some of the actions a principal of a school together with his deputy principal and the HODs for Geography and History must embark on. As such, they are referred to as *regulative tasks or actions* of the (henceforth SMTs). The discussions in paragraphs 2.4; 2.5; 2.6; & 2.7 explicitly indicate that the unions disable the SMTs to carry out these management tasks.

Gibson (2016, p.10) avers that these challenges are exacerbated by the corrupt education system which is controlled by corrupt SADTU members, some corrupt department officials and some corrupt SGBs. According to him SADTU has captured the education system. The teaching and the promotional posts are sold by SADTU to their members who are charged exorbitantly. Some of the department officials and the SGBs collude with SADTU in selling teaching and promotional posts.

It is against this background that the principals, HODs and departmental officials are not appointed on merit. Owing to this nepotism and cronyism; at most schools the principal, the deputy principal and the HODs for Geography and History have no clue as to how the teaching and learning of Geography and History should be managed.

Instead, the SADTU members bar the officials of the department, the principal, the deputy principal and the HOD for Geography and History from doing class visits with a view of exercising control which is one of their managerial tasks. The SADTU members claim that these persons who are authorised to carry out managerial tasks police them should they be allowed to visit classes.

They go on to say that they are professionals whose work must not be controlled (Phakathi, pp.1-3). I find this very strange; because all professionals want to be watched while performing. A case in point is a professional lawyer who defends her/his client in court. This professional is not scared because (s)he knows that (s)he has prepared thoroughly for the case. Now the question arises, what is it that members of SADTU are hiding by refusing principals, HODs, and other officials of the DBE to do class visits? Maybe they hide laziness of teachers and their underperformance which the minister of the DBE has been hammering on about (Masondo, 2016, pp.1-4).

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It is a well-known fact that the officials from the DBE such as the subject advisors and Circuit Managers who are referred to/named differently in other provinces seem to have been appointed as messengers who deliver circulars to the schools or who are running errands for the DBE's (Booyse & du Plessis, p.98). The subject advisors meet only with the HODs for Geography or/and History; while the Circuit Managers meet with the principals with whom he discusses among others the problems caused by wayward teaches who are referred to as lazy teachers by the minister of the DBE in paragraph 2.7.

Circuit Managers do not carry out their managerial task namely the control of the administrative task of the principals. For example, they do not control/check or ascertain whether the teachers have recorded the correct information in the time book (if they have one) on their arrival at school. It has also come to the fore that the Circuit Managers do not check or manage the buildings and physical assets effectively.

If they were exercising control over the buildings and physical assets, the MEC for Gauteng Province would not have been shocked when he found that some of the Gauteng school toilets were even worse than the toilets used by prisoners who are in overcrowded prisons; as a result of this some learners wet themselves because they don't want to use these filthy toilets (Motsamai, 2014, pp.1-2).

Likewise, the principals, the HODs and the subject advisors are denied the opportunity by the unionised teachers to pay class visits with a view of controlling the work of the teachers. The allegation made by the minister of the DBE suggests that the type of the teachers mentioned in paragraph 2.7 do not teach their required daily lessons. By preparation of lessons means that the teacher must read and study the Geography and/or History (S)he is going to present the following day.[56] If the principal, the HODs for Geography and History, and the subject advisors are barred from visiting classes; how are they going to be aware that the teachers are reading out of the book because they have not preparedtheir lessons?

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[56]http://crlt.umich.edu/gsis/p2_5

Another deduction I make from what the minister of the DBE highlighted in paragraph 2.7 is that some of the teachers are not marking (assessing) the written work of the learners because they are always late for classes, they bunk classes, and they are absent from school. Where on the other hand Macupe (2016, p.8) reported that in the summit of teaching and learning hosted by education watchdog Equal Education, it came to the fore that teachers belonging to SADTU as well as SADTU office bearers are holding meetings during school hours. If this be the case, how is it possible for Geography and/or History teachers to attain aims and objectives in these subjects?

The only classroom mechanism SADTU allows to be used in all classes is a useless Integrated Quality Management System (IQMS) which is constituted by the HODs for Geography and History and the colleague of a teacher who teaches Geography or History. The purpose of these persons is to "develop" the Geography or History teacher. Upon arriving in the class, they score the Geography or History teacher in accordance of the categories given by the DBE. The way I perceive the IQMS is that its primary aim is for salary progression not the development of the Geography or History teach per se (Thobela & Mtapuri, 2014, pp.4-6).

If this be the case, the IQMS deprives learners to acquire Geography knowledge of studying places and the relationships between people and their environments.[57] Likewise, the IQMS ignores the fact that History allows learners to study human past as described in the written documents left by human beings in which the events that took place among mankind over a period of time are narrated.[58] SADTU who are the exponents of IQMS put their money interest first while knowingly or unknowingly ignoring section 28(2) of the Constitution which provides that a child's best interests are of paramount importance in every matter concerning the child.

Lastly and more importantly, the challenges of management of teaching Geography and History is exacerbated by the lack of parental involvement in the township schools. Jaysveree M. Louw[59] is of the opinion that parents are the primary educators of the

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[57]http://education.nationalgeographic.com/what-is-geography
[58]http://archaeology.about.com/od/hterms/qt/history_definition.htm
[59]http://www.saide.org.za/resources/thutong/Research/lack%20of%20

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learners (their children), whereas teachers are the secondary educators of the learners. According to Jaysveree M. Louw parents must instill values in the minds of their children. The values that come to my mind are hard work and loyalty.

I find these two being important because a child who earnestly and honestly embarks on his or her studies will master the content of Geography and History; and this will enables him/her to attain the aims and objectives of these two subjects. The parents will be aware of the performance of their children if they are afforded the opportunity to sign their children's test books. However, it has been noticed that at the township schools parents are not involved in signing the test books and in monitoring the performance of their children.[60]

2.9   POLICY STATEMENT

In addition to the definition of the term policy which I mentioned in paragraph 1.1, I would further like to define a policy statement as the purpose of an organisation which prescribes to its members the ways of how to attain its vision and mission.[61] One scholar also defines the policy statement as an outlined document that contains operating procedures that are mainly aimed at setting direction of an organisation.[62] From the definitions made in the foregoing explanation and in paragraph 1.1; it becomes clear that CAPS prescribes to the teachers how to attain the aims and objectives, the content, as well as how to apply the methods and assessment of learners in Geography and History classes. The introduction of CAPS brought along new policies that teachers and learners have to cohere to. For example, each school subject has its own policy document which vividly states the curriculum aims of that specific subject as well as content to be taught for each term of the academic year.

There are also documents such as the National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grades R-12 (DoE, 2012a) which mention the requirements for the acceptance to the completion of each grade by learners. There is also the National Protocol for Assessment Grades R-12 (NPA) (DoE, 2012b) that

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[60]http://ul.netd.ac.za/bitstream/handle/10386/155/CHAPTER%201,2,3,4,.pdf?sequence=4.
[61]http://www.ehow.com/about_5527229_policy-statement.html
[62]http://study.com/academy/lesson/what-is-a-policy-statement-definition-examples-quiz.html

explicitly explains how assessment must be done for each school subject in all grades. Both documents must be used in conjunction with NCS CAPS subject policy documents (Booyse & du Plessis, 2014, p.102). A policy statement should be easy to comprehend and be developed in consultation with affected stakeholders before its final implementation.[63]

It is also of utmost importance that assurance be made that there are no loopholes or flaws like typing errors on policy statements to avoid ambiguity and confusion or misinterpretations by its users. This is the situation with the programmes of assessment in the DBE – NCS CAPS – Social Science Grade 7-9 (2011, pp.50-51) which indicates that the school base assessment (henceforth SBA) is 40% and that the year-end examination is 60%. The non-existence and scarcity of cluster meetings that should be organised by subject advisors as education specialists, poses an immense challenge on the proper application of the education department's policies by Social Sciences teachers.[64]

The CAPS documents I mentioned in the preceding paragraphs clearly describe the practice of a policy statement that the curriculum aims to achieve, and as a result, requires social sciences teachers to have a deep understanding and knowledge of its contents. It is through regular teacher development workshops and school visits that may correct the application of CAPS documents will be maintained. However, it has been clearly spelt out in paragraph 2.8 that SADTU does not allow the SMTs to conduct class visits since they perceive it as policing teachers, whereas in actual fact it is not. How is it possible for the SMTs to know the challenges and the dilemmas of the Geography and History teachers when they are prevented from visiting classes?

In addition to the above challenges it has been noticed that there is a shortage of persons who specialise in Social Sciences at the district office. This has been caused by appointment of persons who are unqualified for the position as I have already mentioned earlier on in the research project. The nepotism, cronyism and corruption activities in the education system result in appointing teachers who are not qualified for

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[63]http://www.mfe.govt.nz/rma-legislative-tools/national-policy-statements
[64]http://www.dreamreality.co.za/the-challenges-of-south-africas-education-system

this subject to properly implement what is stipulated in the policy statement with regard to curriculum and assessment.

2.10   SOLUTIONS TO TEACHING AND LEARNING IN SOCIAL SCIENCE

According to Jacobs, *et al.* (2011, p.34), curriculum theories should always be taken into account in the teaching and learning situation (cf. diagram 2.2). They furthermore argue that theories of the curriculum can be divided into two categories which are traditional paradigm and inquiry paradigm.
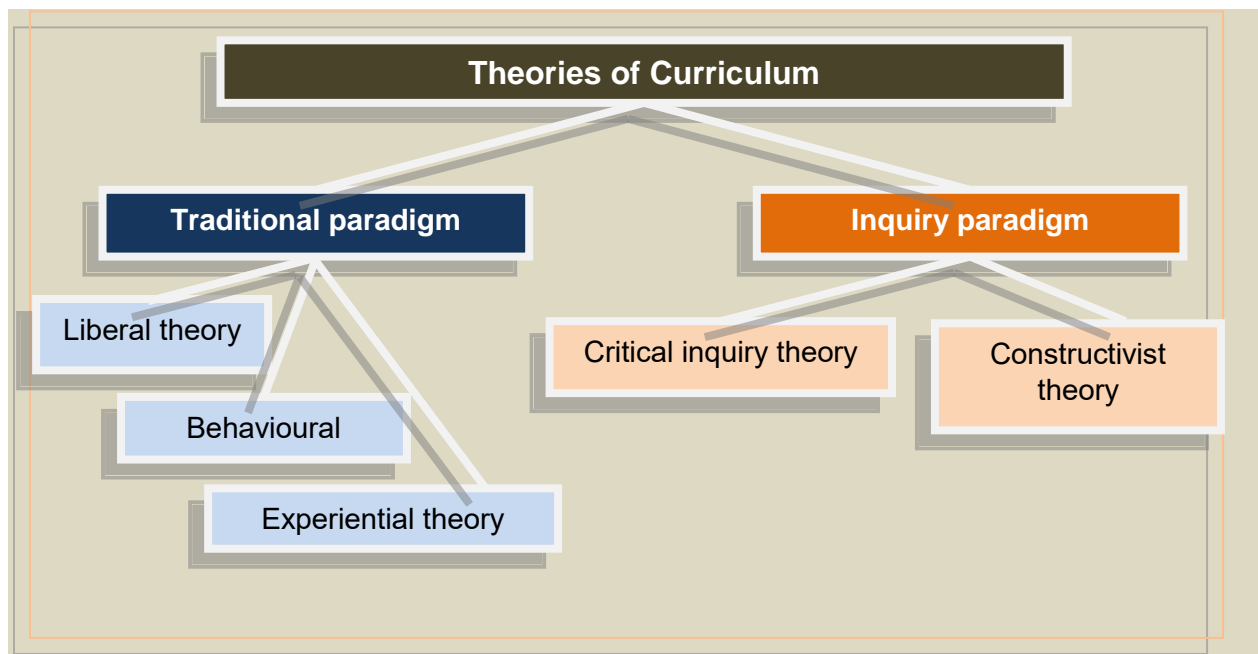
Diagram 2.2: The solutions to teaching and learning in the didactic situation

For the sake of this research project the liberal theory, behavioural theory and experimental theory which are referred to as traditional paradigm as well as the critical inquiry theory, and the constructivist theory which are referred to as inquiry paradigm are found to be relevant in solving challenges and dilemmas that face senior phase Social Science teachers. The following inferences suggest that theories identified in the foregoing paragraphs could assist teachers in the teaching and learning situation should they be put into practice.

2.10.1 The liberal theory

The liberal theory covers most of the aspects that could solve the challenges of Geography and History. For example, when this theory is applied in Geography and History the following will be instilled in the learners' minds truth: beauty, goodness, liberty, equality and justice (Jacobs, *et al.*, 2011, p.35, 1996, p.198). For example, in the History lesson, the teacher must tell learners the truth by emphasising that during the election campaign, no one has the right to kill another person for belonging to another party because section 19(1) of the Constitution provides that everyone citizen is free to make political choices.

Secondly, in a Geography lesson learners must be told about beautiful things in their immediate environment, such as the different species of plants that beautify our surroundings. They must also be encouraged to see them and to talk about them. By so doing, the teacher enables them to understand the contents of Geography and History and also to achieve the aims and objectives of these two subjects. When dealing with late comers into Geography and History classes, the teacher must treat them equally by punishing them the same for the same offence. If need be, the teacher must discuss section 9(1) of the Constitution which provides that everyone is equal before the law and has the right to equal protection and benefit of the law (classroom rule and regulation).

In addition to the above, the development of the minds of the senior phase social sciences learners may be achieved by teaching them truth which could be by being taken out through educational tours. For example, learners could visit places like the Sterkfontein Caves to have a better understanding on the origins of mankind and related controversies around racism.

It is also important for learners to value the beauty that life possesses in the form of waterfalls, eclipses and other wonders of nature.[65] Long life learning is the fundamental principle of liberal education that CAPS encourages. It provides learners with opportunities to study that which is not specified by the syllabus in order to broaden

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[65]http://en.m.wikipedia.org/wiki/Liberal_education

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their knowledge.[66]   Liberal education strengthens learners' critical, analytical thinking and problems-solving skills.[67]   The entire endeavour will enable learners to achieve the aims and objectives of Geography and History.

2.10.2 The experiential theory

The experiential theory focuses on learners gaining knowledge through their personal experiences (Jacobs, *et al.*, 2011, p.36). If applied in the Social Science class, it will enable learners to understand the contents of Geography and History and also to achieve the aims and objectives of these subjects. This curriculum theory is meant to develop learners' personal growth by exposing them to different and relevant real life situations.

It has equality and justice as its basic principles which are also part of subject content embedded in Social Sciences. In Grade 9 History, for example, learners are taught about harsh realities such as the holocaust that happened during Nazi Germany and how people were discriminated against in South Africa on the basis of the colour of their skin. If need be, the teacher may discuss sections 9 – equality; 10 – human dignity; 11 – life and 12 – freedom and security of a person of the Constitution in order to support the assertion made above.

These human rights issues and their effects on people's lives may be experienced through materials such as videos which contain those incidents or be physically taking learners out to the places like the apartheid museum and Hector Pieterson monument. Learners may also role play historic moments they learn about in order to understand them clearly.[68]   Such experiences do not only benefit learners' active involvement in class; it also broadens Social Science teachers' pedagogical content knowledge and teaching strategies and as such learners will be able to achieve aims and objectives of Geography and History (cf. paragraph 2.5).

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[66]http://wwwwheaton.edu/Student-Life/My-wheaton/2013/10/6-Benefits-of-Liberal-Arts-education
[67]http://www.uleth.ca/artsci/liberal-education
[68]http://www.learnnc.org/lp/pages/4967

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2.10.3 The behaviourist theory

Lack of discipline among the learners, since the abolition of corporal punishment, still remains a problem in many schools. The DoE has provided alternative measures for corporal punishment, but these measures do not effectively work for teachers to maintain learner discipline inside and outside their classrooms. Masitsa (2008, p.237) states that a survey conducted among 1000 teachers on teacher morale in South Africa, indicates that teachers hold the views that learners misbehave intentionally because they believe that their constitutional rights protect them against disciplinary measures to be instituted against them. Lack of parental involvement in so far as learner discipline is concerned, also creates a problem for teachers (cf. paragraph 2.8).

As it has been alluded in the preceding paragraph, behavioural problemsare caused by lack of discipline. Many teachers misconstrue discipline for punishment whereas in actual fact it is not. The term discipline means learners who can control her/himself. This does not come spontaneously. A learner or a child is taught at home by the parents as primary educators to behave. At school, teachers as secondary educators teach a child or a learner how to behave (Joubert & Prinsloo, 2008, p.107). In other words discipline is to teach a child how to behave. This word, discipline is derived from the Latin word *disciplina* which means teaching, learning. This means a child/learner must be taught good behaviour which (s)he must learn. If a child does not behave well, punishment is meted out to her/him.[69]

Now lately, learners at the township schools are undisciplined. Their behaviour leaves much to be desired. They swear at teachers, assault them and even kill them on the school premises (Marais and Meier, 2010, pp.7-8). In his speech, the former president Mr. Nelson Mandela (1995, p.2) denounced violent behaviour against the teachers and other learners as well as taking drugs when addressing the Congress of South African Students (henceforth COSAS). This learner political formation is bigheaded; they tend not to carry out instructions given to them by teachers. As a result of this, other learners imitate and emulate them. This results in all learners finding it difficult to master the

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[69]https://www.vocabulary.com/dictionary/discipline

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content of Geography and History contents as well as achieving the aims and objectives of these subjects because of their bad behaviour.

2.10.4 The critical inquiry theory

This curriculum theory is about the necessity for learners to develop and gain critical thinking abilities. Jacobs, *et al.* (2011, p.40) argue that the critical inquiry theory has teachers, subject matter, learners and culture of each school as its foundation. One of the Grade 9 History formal assessment tasks requires learners to inquire how apartheid affected the lives of people during its epoch (DBE – NCS CAPS – Social Sciences Grade 7-9, 2011, pp.14-15). For this task, learners have to possess inquiry skills in order to gain knowledge and understanding through oral History and ultimately develop reckoned moral values.

The discovery of knowledge may help learners to achieve aims and objectives of Geography and History and to master the contents of these subjects. This theory can furthermore be applied by instructing the learners to consult knowledgeable persons in the township or in the village in order for them to discover reality and knowledge by themselves. Secondly, learners may consult historians at the higher institution of learning to ask them for instance questions about the concentration camps, or learners can be taken on excursions to historical museums where they can ask the person in charge questions on a History lesson.

The critique of this curriculum theory is that it may develop learners into being militant and radical as well as to lack basic skills such as reading and writing.[70] To curb these shortfalls, teachers should encourage learners to refer (reading) to their books and other reliable sources like the internet to gather information related to the compilation of the task, as well as to formulate interview questions and take notes (writing) in the process; and all should be done with the intent to achieve the predetermined aims and objectives of the project (Ornstein, *et al.*, 2007, pp.165-167; Parkay, Anctil & Hass, 2006, pp.6-7). It is for this reason, among others, that Social Science teachers must

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[70]http://sk.sagepub.com/reference/curriculumstudies/n93.xml

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develop critical thinking skills in their learners as required by the aims for teaching and learning of geography and history (Gardener, 2006, pp.40-42).

2.10.5 The constructivist theory

Social Sciences is one of the most significant curriculum subjects in South African schools to inculcate in learners, knowledge in the form of content, skills and concepts that are covered in it (Earle, Keats, Morrison, Maclagan, Roberts & Thraves, 2006, p.vi). It is a subject that guides learners in constructing meaningful knowledge they will use in their lives (Somen & Somen, 2010, p.313; Tay, 2009, p.1887). In the constructivist curriculum theory, which is based on both experiential and behaviourist theories (Parkay, *et al.*, 2006, pp.168, 456); learners make sense of new knowledge by relating it to what they know about the lesson or topic.[71]

It is important to mention that this theory encourages learners to construct their own knowledge. This means that a Geography and History teacher must always involve learners in constructing their own knowledge. When teaching them about human geography, a teacher may instruct them to bring to the class the pictures of the farmers of Sri Lanka who cultivate tea to the class. Likewise, in a History lesson they may be instructed to search for the pictures which depict the South African War (*alias*, Anglo-Boer war) and bring them to class in order to interpret what they see in the pictures.

It is therefore important for a constructivist teacher to allow learners to be more actively hands-on in their learning. Such teachers know that learners tend to easily forget when they only 'hear' and remember easily when they 'see' and/or 'do' in learning. For example, when learners do or see experiments being performed, they understand better and do not forget easily. Social Science teachers can use this theory of the curriculum as an approach that will develop skills for learning in their classes with the intention to enable them to master the contents of Geography and History as well achieving the aims and objectives of these subjects (Richardson, 1997, p.3).

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[71]http://www.learning-theories.com/constructivism.html

2.11 CONCLUSION

This chapter attempts to introduce a reader to the different curriculum designed by the DBE since the ushering in of the new political dispensation. The chapter also revealed that the failure of the DBE to deliver the mandate of the preamble to SASA was caused by the fact that the DBE did not do the right thing for the first time. For example the designing of the new curriculum was entrusted to the committee, instead of setting up the commission of enquiry whose task would be to investigate into the suitable curriculum for the South Africans.

It also came to the fore that most township school teachers are not ready to teach, as some of them are not reporting for duty on Mondays and Fridays; while others are whiling away their time in the staffrooms. This behaviour is encouraged by teacher unions, in particular SADTU who are always defending the wrong doing of their members who gamble with the future of South African children. Lastly, the chapter revealed that the aims, objectives, the content of Geography and History are not attained since teachers are inadequately applying the teaching methods and assessment strategies. Another phenomenon the chapter addressed is the fact that SADTU prevents principals, HODs, and officials of the DBE to exercise control over these. The repercussions of the SADTU activities at schools and the manner in which most teachers at the township schools conduct themselves is poor performance of learners and bad behaviour.

CHAPTER THREE

3.   DISCUSSION OF QUALITATIVE RESEARCH DESIGN

3.1   INTRODUCTION

The previous chapter of this study reviewed literature that is relevant to the challenges and dilemmas that senior phase Social Science teachers are confronted with. Hence it is the intention of this research project to bring to the surface causes and effects of such challenges and dilemmas in an attempt to uproot them as well as to bring to the forth best possible solutions that may amicably address them. For this to possibly happen, the researcher needs to gather information or data that will be perused and analysed in order to reach for the recommendations as answers to problems in question. It is therefore required of the researcher to map or structure a way of obtaining the necessary data to attain the set aims and objectives of a research study.

In research, researchers use qualitative and quantitative research designs. In this research project, qualitative research design will be deployed in chapter 4 to gather and analyse data. Research design can be defined as a strategy on how and where data will be collected and analysed.[72] It is about methodologies (the 'how' of doing research) and methods (the 'what' of the research study) which could be tools, techniques and procedures of collecting and analysing data. The qualitative design of research enables the researcher to physically interact with participants. This could be in the form of interviews that may be structured or unstructured with individual interviewees (one on one) or focus groups.

This research study will use focus groups (cf. paragraph 4.3) as a means of collecting data, the reading of official documentary reports (cf. paragraph 4.6) as well as through observations (cf. paragraph 4.4). The qualitative methods of research that will be used in this research study will be dialectic method (cf. paragraph 4.3), hermeneutic method (cf. paragraph 4.6) phenomenological method (cf. paragraph 4.4). Data collected from

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[72]http://www.slideshare.net/mobilemaheswarijaikumar/approach-design?sa=X&ved=OahUKEwjbp4ggruzJAhVBVRoKHYrOBROQ9QEIEDAA

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the interviews with focus groups, the reading of documentary reports as well as through observations, will be analysed (cf. paragraph 4.4). This study will further be guided by research paradigms as discussed in such as trustworthiness as discussed in paragraph 3.6.1, credibility (cf. paragraph 4.7), axiology (cf. paragraph 4.2) and transferability (cf. paragraph 4.9).

The following headings, in this chapter (chapter three) provide a full account of how this research study is designed to collect and analyse data.

3.2   QUALITATIVE METHODOLOGY

For the researcher to vividly understand a particular social phenomenon, it is important that s/he interacts with people who are directly involved and affected, in one way or the other, by natural setting of their immediate environment. For example, it would be wise for a tourist to have a tour guide who will assist in giving information and directions of places of interest. This is the person from whom answers to questions that a tourist may ask would come from. The same is a wise decision to make when doing a qualitative research study. For researchers to have in-depth understanding with adequate evidence regarding the phenomena they are investigating into, it is important that they reach out to people that directly interact with such phenomena (Henning, 2004, pp.3-4). In simpler terms, qualitative methodology is a strategy that a researcher uses to choose and to decide on the best methods s/he may select to generate and collect data (Mills & Birks, 2014, p.32).

The research method chosen will assist the researcher in determining the sample of participants from which data will be effectuated, the field of work from which participants will be derived, how data will be recorded and analysed, as well as a general report and reflections about a research study. For this research project, dialectic (cf. paragraph 4.3), hermeneutic methods (cf. paragraph 4.6) and phenomenological method (cf. paragraph 4.4), will be applied. Participants (interviewees) will be randomly sampled senior phase Social Sciences teachers, and the field of work will be sampled schools with senior phase (Grade 7-9) classes in Lejweleputswa District. All senior phase Social Science teachers in this district stand an equal chance of taking part in the focus

groups discussions (cf. paragraph 3.4.1) from which data will be collected. Only those who will be randomly selected will become part of discussions in the focus groups. This research study will also use the reading of documents (cf. paragraph 4.6) that are relevant and contain information that a researcher requires in an attempt to find answers to fundamental research questions as well as for the attainment of aims and objectives of this project. The use of observations will also assist in collecting more data that this study requires so as to make thicker descriptions of information gathered.

Although qualitative methodology has disadvantages such as its shortfall to produce findings that can be generalised, it is still suitable for this research study to achieve its aims (Mills & Birks, 2014, p.35); it still remains an approach that is firm and can enable change with intention to cope with circumstances that may vary. For example, misinterpretation and/or ambiguity of expressions may frequently be alleviated by asking clarity-seeking or follow-up questions and the rephrasing of expressions or unclear statements during interviews is catered for in qualitative research. This may be done by the interviewees or respondents. Informal interview questions may also be asked during observations. This is also more advantageous than the use of questionnaires.

The Quality Research Consultants Association (QRCA)[73] argue that qualitative research has unique aspects that make it produce results that are rich and perspective by enabling it to reach beyond initial responses. The QRCA also concur that qualitative research gives the researcher opportunities to observe, record and interpret non-verbal communication as part of feedback by respondents, which is crucial during interviews and discussions, and during the analysis of the results.

In line with the dialectic method (cf. paragraph 4.3), qualitative research encourages cooperation among respondents through their comments, ideas and questions throughout the process of discussions and interviews. The qualitative research will serve much adequately to guide this study towards reaching for its aim as well as to

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[73]http://www.qrca.org/?page=whatisqualresearch

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answer its research questions because it is exploratory and will help me to gain insight and better understanding of problems facing Social Science teachers.[74]

3.3   QUALITATIVE METHODS OF RESEARCH

There are many different ways to get information for a research study. These may be regarded as tools to be used to gather data or procedures that may be followed by a researcher in an attempt to get to the roots or the source of identified problems. Research methods have been designed to assist researchers in obtaining the valuable information that is not publicly available.[75] It is therefore important for researchers to have broad knowledge and understanding or research methods available so as to be able to make wiser choices and proper applications thereof.

Researchers may use experiments as methods of research to collect the required information.   Such experiments may be done by means of tests that should be completed by participants with the purpose of looking for links between their performance and other factors, and not determine their intelligence levels.[76] Surveys may also be used to gather necessary data in research projects from large groups of people through questionnaires, interviews or through the use of a telephone. Interviews that are to be applied in this research study by means of focus groups, is also a recommended way of digging out information that is needed by researchers. Case studies as well as observations (cf. paragraph 4.4) are also suitable in assisting researchers to achieve their aims in finding the precious information they are in need of; they may also use relevant official documents and peruse them to find the required data (Creswell, 2014, pp.190-191).

The use of more than one research method is usually a wiser choice for a researcher to make.   It helps researchers to get a deeper understanding of the phenomenon in question.   For this research study, dialectic method (interviews), hermeneutic method (reading of documentary reports) as well as phenomenology (observations), will be

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[74]http://www.snapsurveys.com/blog/what-is-the-difference-between-qualitative-research-and-quantitative-research

[75]http://www.statpac.com/surveys/research-methods.htm

[76]http://www.alzheimer-europe.org/Research/Understanding-demetia-research/Types-of-research/Research-methods

used as means of collecting information that will help identify the causes and effects of the problems in order to find best ways of solving them.

As this research study will be using dialectic method (cf. paragraph 4.3), hermeneutic method (cf. paragraph 4.6) and phenomenological method (cf. paragraph 4.4), there is a possibility to a certain extent, that some of the information gathered through interviews as well as through the reading of official documents may augment each other or produce similar results. This is known as triangulation of methods which aims at clarifying reciprocal aspects of the same phenomenon.[77] Hence it is most important for me and the success of this research study to collectively and corroboratively use interviews (cf. paragraph 4.3), the perusal of official reports (cf. paragraph 4.6) and observations (cf. paragraph 3.4.3) to interrogate problems identified hereto as well as to establish how best they may be amicably resolved.

3.3.1 Dialectic method

Dialectic method is a qualitative approach of research which is aimed at unearthing truth through interaction with the phenomenon in question by means of thoroughly questioning competing ideas, perspectives or arguments.[78] For this study to gain insight and better understanding of problems that are concomitant to this research project (cf. paragraph 1.6), dialectic method will be utilised. This research method will enable me to directly and physically interact with senior phase Social Science teachers whereby discussions will take place with regard to challenges and dilemmas they encounter.[79] Dialectic method seeks to find the truth about the occurrence that is being investigated through interview discussions with the sampled members of the broader population (Berniker & McNabb, 2006, p.645).

There are numerous advantages of using dialectic method in order to find the truth:[80]

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[77] http://www.qualres.org/HomeTria-3692.html
[78] http://en.m.wikipedia.org/wiki/Dialectical_research

[79] http://www.qualityresearchinternational.com/socialresearch/dialectic.htm
[80] http://www.12manage.com/methods_dialectical_inquiry_html

- a number of various ideas can be manipulated;
- this research method helps researchers to focus on critical points;
- it bridges the gap between conflicting ideas.

It is through this research method that problems stated hereto (cf. paragraph 1.6) will be argued about in order to prove or disprove their sincerity with the focus groups (cf. paragraph 4.3) I will be interacting with. It will also bring about an opportunity for me to work with ideas, facts and arguments connected to this research study.[81] In this instance, I will be interviewing small groups of senior phase Social Science teachers with whom we will be deliberating on matters that pose challenges and dilemmas with regard to the teaching and learning of this subject. Paragraph 3.4.1 hereto gives a full account of this set up. The expectation of this endeavour is to bring to the surface truth regarding these inherent challenges on practical effectuations of curriculum and assessment (Seale, 2012, pp.1-2).

The dialectical method is best suitable for this research study because it requires the researcher to build up a sufficient familiarity with the field of study in order to clearly understand it from within (Flick, 2014, p.535). As one of the Social Sciences teachers, it gives me an upper hand in having a better comprehension of the phenomenon I am looking into. It will give me an edge to obviate ambiguities that may be encountered during deliberations with members of the focus groups; as well as to provide me with the opportunity to explore different ideas and to have latitude to elucidate momentous points of argument, bearing in mind not to influence their opinions as mentioned in paragraph 3.6. Together with the hermeneutic method (cf. paragraph 4.6) and phenomenological method (cf. paragraph 4.4), adequate information with regard to challenges identified by this research study, will be collected.

There will be structured as well as unstructured interview questions that will guide discussions with the focus groups. Structured questions are prepared beforehand, and unstructured questions will come up during the process as follow-up or clarity-seeking questions (Henning, van Rensburg & Smit, 2004, p.65). This could also be done by

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[81]http://www.mba-tutorials.com/business-research/1796-dialectical-inquiry.html

means of questions that are open-ended in which the researcher listens and then responds in a communicative way to delve into more details and to guide the interview process to a direction that will bring about link on planned and unplanned questions (Lodico, Spaulding & Voegtle, 2010, p.124). As part of ethical considerations (cf. paragraph 1.17.3), interviewees will be given options on how points of our deliberations will be recorded. Options will either be to voice-record the discussions or to have one of them (interviewees) a scribe to note down by means of writing, all the important points that will pop-up during our discussions.

One other research method of getting the information needed for this study will be by means of scrutiny and perusal of official documentary reports (cf. paragraph 4.6) through the hermeneutic method (cf. paragraph 4.6).

3.3.2 Hermeneutic method

The term Hermeneutic was derived from the name '*Hermes'* who was an interpreter and messenger of the Greek gods. It was developed and used to interpret biblical scriptures of the Old and New Testaments in order to reveal their deeper non-literal meanings that may only come to the surface by means of the interpretation of their literal meanings.[82] It was later developed and used by scholars as a qualitative research method that seeks to exhibit the essence of what has been for a better apprehension of such texts by readers.

Hermeneutic method is a qualitative approach of research which seeks to find information and truth by means of interpreting written documents or artifacts[83] (cf. paragraph 1.13). It is a research method which is regarded as a means for the interpretation and understanding of phenomena under investigation with the purpose of constructing knowledge from it as discussed in paragraph 1.2.[84] Ajjawi & Higgs (2007, p.616) argue that hermeneutic is a research method which aims at producing rich textual descriptions of the phenomena that is being investigated. It is a research

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[82]http://plato.stanford.edu/entries/hermeneutic/#Beginnings
[83]http://www.qualitative-research.net/index.php/fqs/article/view/145/319
[84]http://www.sfu.ca/educ867/htm/hermeneutics.htm

method which seeks to find truth about the phenomenon in question by means of text analysis with the intent to constantly clarify them.[85]

For this research study to achieve its aim, a thorough reading of official documents and reports will be done. For example, with the ethical considerations in mind, log books will be requested by me from the sampled schools in order to see how frequently senior phase Social Science teachers are visited by subject advisors for the purposes of development and support: as well as reports written by HoD's on the work of this subject's teachers for monitoring and control (cf. paragraph 1.6). A full discourse of this is hereto provided (paragraph 3.4.2).

3.3.3 Phenomenological method

As part of data collection purposes for this research study, phenomenological method will be used. Phenomenology in research is a way that researchers use in an attempt to understand the essence of an occurrence as perceived by people who have experienced it.[86] Savin-Baden Major (2013, p.87) concurs that a phenomenon is an appearance or immediate object of awareness in experience. Gray (2009, p.22) holds the view that phenomenology seeks to find an understanding of a phenomenon or a social reality through the experiences of people. Qualitative researchers use phenomenology as a method of describing subjective experiences of people as well as to understand how they interpret their world.[87] One of the advantages of using this method in qualitative research is that, it provides an in-depth understanding of individual phenomena as well as to obtain a richer data from individuals' experiences.[88]

From this research study's point of view, poor learner results in senior phase Social Science, as well as inadequately equipped schools to teach and to learn this subject are, among others, challenges that are realities related the phenomenon into which I am inquiring. These challenges and other concomitant matters prompted me as a researcher to zoom in on these observable circumstances.

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[85]http://en.m.wikipedia.org/wiki/Hermeneutics
[86]http://study.com/academy/lesson/phenomenological-design-definition-advantages-limitations.html
[87]http://www.socialresearchmethods.net/kb/qualapp.php
[88]http://www.health.herts.ac.uk/immunology/Qualitative%20research/advantage_of_phenomenology.htm

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There are various approaches as discussed in paragraph 3.4 that qualitative researchers follow to inquire into different phenomena as indicated hereto by foregoing deliberations of this chapter. This encompasses data collection techniques which among others, include one-on-one interviews, group interviews as discussed in paragraph 3.4.1, analysis of documentary reports as discussed in paragraph 3.4.2, grounded theory, observations as discussed in paragraph 3.4.3 will be applied to better understand the phenomenon which this research study is probing into.

3.4   QUALITATIVE DATA COLLECTION TECHNIQUES

Data collection techniques are like a collection of tools from which a motor mechanic chooses those that he needs for specific purposes. The choice of appropriate tools will be determined by the type of work that he has to complete. In qualitative research study these are known as data collection techniques. Researchers can also choose one or more techniques in order to obtain the required data or information for their research studies. Data collection techniques for qualitative research study are characterised by direct interaction of the researcher with the respondents on a one-on-one basis or with individuals in a form of a group (Hart, 2011, p.267). However, data collection in qualitative research consumes time as compared to quantitative data collection techniques.

Advantages of qualitative research are that data collected will be richer and have deeper understanding of the phenomenon that is being investigated.[89] Qualitative data collection techniques may have open-ended features that allow researchers to ask follow-up questions that seek to find clarity. They also enable researchers to use triangulation (cf. paragraph 3.3) to maintain credibility (cf. paragraph 3.6.2) of their findings.[90] Although their findings cannot be generalised, the advantage is that they may be used in pursuit of common denominators of variant studies of the same phenomenon (Braun & Clarke, 2013, pp. 280-282; & Wilson, 2009, p.140).

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[89]http://libweb.survey.ac.uk/library/skills/introduction%20%Research%20%and20Managing%20Information%20Leicester/page_45.htm
[90]http://people.uwec.edu/piercech/ResearchMethods/Data%20collection%20methods/DATA%20COLLECTION%20METHODS.htm

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Individual interviews, focus groups, observations, document review and action research, are the main techniques of collecting data in qualitative research study. For this research study, interviews in the form of focus groups (cf. paragraph 3.4.1) will be utilised as a qualitative research technique to gain a broad insight into the phenomenon I am investigating into (Savin-Baden & Major, 2013, p.389).

In order to build up more understanding of the experiences of Social Science teachers about challenges they are faced with, the reading of official documentary reports (cf. paragraph 3.4.2) will also be used.[91] It is also advantageous to use this technique in data collection for it is reasonably low in costs and that documents can be readily available for their accessibility mostly often than not.[92] Paragraph 3.4.2 hereto provides a broader account of how I will apply this data collection technique.

3.4.1 Discussions with the focus groups

One of the qualitative data collection tools selected for this is focus groups (cf. diagram 1.1). Focus groups consist of small groups of homogeneous people (senior phase Social Science teachers) who have been sampled by the researcher in order to address research questions of a specific research study in a form of group interview (Lindlof & Taylor, 2011, p.183). It was mostly used by market researchers for many years in the past. Focus groups are actually about interviewing people in small groups with the aim of gathering information required by the researcher. Katz[93] defines focus groups as a technique of collecting data in qualitative research which relies on small groups of participants who work interactively and collaboratively rather than individually, with a common aim of providing information required by the researcher by means of answering questions.

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[91] http://www.healthknowledge.org.uk/public-health-textbook/research-methods/1d-qualitative-methods/section5-data-collection-methods
[92] http://compass.port.ac.uk/UoP/file/ef9dd79a-2a94-4795-be23-f75eb40c8a11/1/Documentary%20and%20Content%20Analysis_IMSRN.zip/page_04.htm
[93] http://www.researchgate.net/publication/2289421039_The_Use_of_Focus_Group_Methodology_in_Education_Some_Theoretical_and_Practical_Consideration_5_3

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The Robert Wood Johnson Foundation has various reasons for the use of focus groups in qualitative research for data collection purposes which, among others, include the following:[94]

- to explore new research areas;
- to explore a topic that is difficult to observe;
- to explore sensitive topics;
- to enable the researcher to collect a concentrated set of observations in a short span of time.

Focus groups may be used with other research methods to clarify research findings from another method. For this research study, it will be combined with the reading of documentary reports (cf. paragraph 3.4.2) and observations (cf. paragraph 3.4.3) for a richer acquisition of data I need. Senior phase Social Science teachers from one or more schools will gather with me at schools that will be used as venues in sampled towns of Lejweleputswa District. For each of the six focus groups I am going to interact with, 2-5 senior phase Social Science teachers who will take part as interviewees that are going to respond to questions I will be asking (cf. diagram 1.1).

Interview questionswill be an open-ended type (structured) and prepared beforehand by me. This will enable participants to air their views as they respond to questions, unlike answering in a 'yes' or 'no' fashion. In the process, more information will cascade from other questions that were not prepared (unstructured) in pursuit of clarities by me and/or participants.[95] Proceedings of interview discussions will be recorded by means of writing (transcription) or audio recording. As part of ethical considerations, interviewees will decide on these two recording options, that is, whether our discussions should be voice-recorded or transcribed.

At the beginning of every focus group discussions I will introduce myself to the participants and unfold the purpose of the deliberations that are going to take place. Problems stated by this research study (cf. paragraph 1.6) will basically be the centre

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[94]http://www.qualres.org/HomeFocu_3647.html
[95]http://sru.soc.surrey.ac.uk/SRU19.html

around which our discussions will be revolving. It will also be of necessity to let them know how long our discussions would be.[96] Participants will also be informed to feel free to ask clarity-seeking questions and to speak with other group members about issues that attempt to answer the main interview questions. To maintain progress as well as to save time, questions that interviewees would need to ask will be given the opportunity when interview questions have been completely attended to. This will also be brought to their attention.

I will also bear in mind that interviewees should at all times feel comfortable in making contributions by answering and asking questions. This could also be achieved by informing them that information resulting from our discussions will treated and handled with care and confidentiality (Gray, 2009, p.379). Issues and points that will emanate from our discussions will not be related to any member or their schools and anonymity (cf. paragraph 3.6) will be maintained.[97] It will also be important to provide them with refreshments like mineral water and/or snacks/sweets to ensure their comfort and the promotion of conversation among themselves (Morgan, 1998, pp.128-129). I will also inform them that our discussions would last more or less an hour if we make them concise and do not deviate much from the main points of our discussions.

The number of participants in each focus group will vary from one town to another because of the number of schools with senior phase classes in such towns. Depending on the number of participants, I will play the role of the moderator whose task will be to keep the group on track and focused (Braun & Clarke, 2013, p.108). The responsibility of the moderator in this regard, will be to ask questions, promote debates, probing for more details on questions and various responses as well as to encourage discussions among group members. It is also important for the moderator to lead discussions rather than influencing the groups' opinions (objectivity).[98] It will again be the responsibility of the moderator to build rapport for a free flow of ideas from the participants. This means that the moderator has a duty to create an atmosphere that will make respondents to feel relaxed. This will emanate from a moderator displaying a feeling of being relaxed,

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[96]http://eric.ed.gov/?id=ED448167
[97]http://sru.soc.surrey.ac.uk/SRU19.html
[98]http://focusgroups.psworks.com/w/5677437/Role%20of%20the%20moderator

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confident and showing respect for them and their opinions. It is essential to let them know that there are no such things as useless or stupid question or ideas. It would also make them speak freely without worry or feeling embarrassed.[99]

To effectively use focus groups as means of collecting information for a research study, it is most important to consider choosing the most convenient venue for the participants. It should be as close as possible for them to reach (Barbour & Kitzinger, 1999, p.11). For this research study, schools will be used for this purpose and I will request for permission from principals of schools I shall have identified. Furthermore, I will request for a room that is away from noise/distraction that may come from playgrounds or construction sites for a free flow of group discussions and recording purposes.

It will also be my responsibility to arrive first at the school to be identified in consultation and agreement with the participants, to prepare the sitting arrangement that is ideally comfortable and free from any form of disruption. I will request for a big enough table around which we will sit as well as seats. Plastic-bottled mineral water will be placed on the side-table before the start of the discussions as well as unwrapped snacks or sweets to eliminate noise that may emanate from their unwrapping which could tint the sound frequencies of our voices in the voice recordings (Morgan, 1998, p.129). These refreshments will be served at the end of the discussions sessions or at a request by participants. It is important to ascertain that every participant's voice is clearly heard throughout the discussion session to sustain efficiency.[100]

At the end of each end every focus group discussion session, it will always be significant to inform participants that the session has come to its end and that they are at liberty to talk about anything else that is related to our discussions as well as to ask questions that they were requested to note down when I officially start the discussion session.[101] It will also be important for me to show them a sense of appreciation of the valuable contributions they have made as well as to openly inform them that they are worthwhile and meaningful; over and above, how thankful and grateful I am for having

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[99]http://www.focusgroupstips.com/moderating.html
[100]http://www.cse.lehigh.edu/~glennb/mm/FocusGroups.htm
[101]www.focusgroupstips.com/conducting-focus-groups.html

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taken their time.[102]   After their departure from the venue, I will personally report to the principals of each host school on the success of the focus groups discussions and thank them for allowing me to use their schools' facilities.

Data collected from focus groups discussions will be analysed (cf. paragraph 3.5).

3.4.2   The reading of documentary reports

The reading of documentary reports is one of data collection tools in qualitative research. It is about the analysing and interpretation of documents and records that are relevant to a particular research study.[103] It involves the perusal and scrutiny of official documents that have been socially produced. For this research study, this may include written records such as the analysis of learners' assessment results, minutes of subject meetings for Social Sciences and written reports for monitoring and control by HoD's and subject advisors.[104] These and other documents will assist this research project to sustain its point of view as well as its argument in so far as challenges and dilemmas facing Social Sciences teachers are concerned.[105]

The purpose of this data collection approach is to gain in-depth understanding of the phenomenon that is being looked into through the reading of official documents that are socially developed. A comprehensive reading of texts enables researchers to obtain a clear understanding of the meaning behind what is written (cf. paragraph 3.3.2). Johnson & Reynolds[106] argue that the reading of documentary reports has numerous advantages in comparison to other data collection techniques:

- it saves time and costs for data collection purposes;
- written records are nonreactive;
- it can be used as an alternative to interviews and/or observations.[107]

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[102]http://www.nzdl.org/gsdlmod?e=d-00000-00---off-0mhl--00-0----0-10-0---0---0direct-l0---4-------0-1l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-OutfZz-8-00&cl=CL2.8&d=HASHdd2ce2cb638f1f4d7b8f.5.13&gt=1
[103]http://www.drcath.net/tolkit/document.html
[104]http://www.cedu.niu.sdu/~sorensen/502/powerpoint/topicD/qlnotes.htm
[105]http://en.m.wikipedia.org/Documentary_research
[106]http://college.cqpress.com/sites/psrm/Home/chapter9.aspx
[107]http://www.bcps.org/offices/lis/researchcourse/develop_docreview.html

For the success of this research study, the reading of documentary reports will be used collectively with focus groups discussions and observations for a thorough comprehension of the phenomenon it is inquiring into as well as to strengthen the credibility (cf. paragraph 4.6) of its findings (Wilson, 2009, p.120). Braun & Clarke (2013, p.285) concur that using more than one data collection techniques can assist researchers to get as close as possible to the truth of what is being investigated.

A day or two before sitting with each focus group discussion (cf. paragraph 3.4.1), I am going to examine documents and conduct observations (cf. paragraph 3.4.3) in schools of Social Sciences teachers who will be taking part as interviewees. One of the motives behind this, is to lay a strong foundation for the focus group discussions as well as for me to better understand issues that had unclear meanings and/or expressions for me; and this may subsequently prompt unstructured interview questions that seek for clearer understanding of what is contained in the documents as well the enrichment of data collection purposes of this research study (Leedy & Ormrod, 2010, p.99; MacMillan & Schumacher, 2010, p.331).

Although the reading of documentary reports is regarded as one of the powerful tools of collecting data in qualitative research, it also has its shortfalls. There could be problems with regard to their accessibility. Flick (2014, p.357) maintains that necessary documents may not be available or easily obtainable. At times, this could be because of gatekeepers who would deprive others access to required documents. This could also be done by people to whom documentary reports may directly or indirectly be referring to their person. For example, to find out about academic qualifications of teachers and their respective subject HoDs (cf. paragraph 5.2.10). In other instances, problems may be with the reading as well as difficult interpretation of some of the statements in certain documents.[108]

In an attempt to curb such related challenges, it will be important of me to emphasize to principals and/or HoDs the significance of allowing me access to such documents and how confidentiality and anonymity encapsulated in research ethical considerations, will

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[108]http://www.wenlearn.bham.ac.uk/prodait/research/document_analysis/advantages.html

be secured (Kaiser[109]; Resnik[110]). Other ethics of qualitative research I will highlight as guaranteed are respect, integrity, carefulness and honesty cf. paragraph 3.6).

 There is a variety of documents in schools that are kept as records for various purposes. One should bear in mind that they are not compiled for research purposes. As a result, researchers have to be careful when selecting documents they are going to require for their studies.   It is crucial for researchers to consider the authenticity, credibility, representativeness and the meaning when selecting documents they are going to use as sources of communication in data collection purposes (Flick, 2014, p.355).

Among other documents that I am going to request from sampled schools as part of data collection processes of this research study, it is the analysis of the end-of-year results of Social Science (cf. paragraph 4.5.6) since 2014 when CAPS was introduced in the senior phase.   This will provide an overview of how learners have been performing in Social Science as a curricular subject for CAPS. It will also indicate the number of learners that have to be taught senior phase Social Science in order to determine if they are overcrowded or not (cf. paragraph 1.6). Again I will request from the principals, an abridged summary of academic qualifications of senior phase Social Science teachers, not their personal profiles. This is strictly confidential material treated with respect and handled with care. This will indicate if social science teachers are academically qualified or not, to teach Geography and/or History in the senior phase.

Other documents that I will request to access are Social Science related correspondences from the education district office, to find out how frequently or rarely are teachers invited to subject cluster meetings and developmental workshops (cf. paragraph 4.4.12). Written reports by subject advisors during their respective school visits for senior phase Social Science teachers will assist me to identify challenges concomitant to the teaching and learning of this subject. Minutes of subject meetings for Social Science will also be requested for access to enable me to peruse them.

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[109]http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2805454
[110]http://www.nichs.nih.gov/research/resources/bioethics/whatis

Data collected from the reading of documents will be analysed (cf. paragraph 3.5).

3.4.3 Observations

In order to well understand the phenomenon I am looking into through this research study, I need to involve myself into its natural setting by means of observations and actively take part in some of its activities (e.g. classroom observations). Kawulich (2005)[111] regards this qualitative technique of gathering information as participant observation. She defines participant observation (as cited from Marshall & Rossman, 1989, p.79) as "*the systematic description of events, behaviours, and artifacts in the social setting chosen for study*". Descriptions are, in most instances, derived from field notes taken by researchers which are sometimes supported with visual and/or audio-visual material that they capture at their respective research sites.

It is also significant to firstly check as to what it is that is required as data and how it should be captured. The reason behind the consideration of such precautionary measures is that some people would not be free to do what they routinely or usually do when they notice that they are observed; as a result, may change in attitude or behaviour for they may feel intruded into. This is what Berg (2004, p.209), as cited in Hartley (2011, p.268), calls 'reactive affect' which refers to the response of subjects to the presence of an intruding investigator.

Against the odds, Ritchie, Lewis, Nicholls & Ormston (2014, p.246) assent that it is important for researchers to be actively present at their research sites for observations; hence they should identify different possible means of observing various situations and/or matters related to the phenomenon that is being investigated. The authors furthermore highlight that there are various ways of observation that researchers may use; which include *complete participant*, *participant as observer*, *observer as participant* and *complete observer*. For example, I will be playing the role of 'participant as observer' during classroom observations, and inspection of laboratories (cf. paragraph 4.4.5) of sampled schools which have such facilities. In this role play people involved will be made aware of my presence and some of the reasons thereof.

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[111]http://www/qualitative-research.net/index.php/fqs/article/view/466/996#g4

For matters like punctuality of learners' and teachers' arrival at their schools or after breaks as well as their response to the ringing of the bell/siren between periods (cf. paragraph 4.5.3), will be observed through the role of 'complete observer' in which I will not be known to those I will be observing even if they notice my presence, they will not be aware of the purpose thereof (Ritchie, *et al.*, 2014, p.247).

Observations for this research study will take place at the six randomly sampled schools from which participants that will be interviewees of focus groups, were sampled. The reader hereof will recall that I have illustrated in the foregoing hereto (cf. diagram 1.1), there will be 2-5 interviewees that will be taking part in each of the six focus groups discussions (cf. paragraph 3.4.1). These focus groups members will be from six randomly sampled towns situated in Lejweleputswa district. Only one school from each of the six towns will be part of the research field for this study where observations will be done.

Data collected from observations will be recorded in the form of field notes as well as the by taking photographs which will be in line research ethical considerations. This means that no one should, in anyway, be able to identify or relate any captured image with anybody or school (cf. paragraph 3.6). Depending on the type of occurrence I need to observe, field notes will be taken on or off the research field (Gray, 2009, pp.403-404). At some point in time, I will be doing informal interviews on relevant people I will be seeking clarity from regarding certain matters of interest for this research study.[112] For example, to inquire how facilities like libraries, laboratories and/or computer centres are utilised and whether Social Science as a curricular subject, benefits from them (cf. paragraph 4.5.5).

Every time when I come back from the research field, I will transcribe field notes and images taken, into written descriptions of what was observed for the purpose of preparing it for the processes of qualitative data analysis (cf. paragraph 3.5).

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[112]http://www.qualres.org/HomeInfo-3641.html

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3.5   QUALITATIVE DATA ANALYSIS

Information collected from focus groups discussions cf. paragraph 3.4.1), the reading documentary reports (cf. paragraph 3.4.2), as well as from observations (cf. paragraph 3.4.3), will constitute qualitative data of this research study which I will analyse (cf. paragraph 4.4) and interpret with the aim of describing challenges and dilemmas that senior phase Social Science teachers are encountering; and eventually draw conclusions from which research findings hereof will emanate (Wilson, 2009, p.127). Qualitative Data Analysis (henceforth QDA) is about a variety of processes and procedures through which collected qualitative data is interpreted for the purpose of understanding the phenomenon that is inquired into.[113] Hatch (2002, p.148) as cited in Savin-Baden & Major (2013, p.435), defines QDA as a means that researchers use to make sense of qualitative data they have gathered, by way of organising and interrogating it. They do this for various reasons which, among others, include noticing of patterns, identifying themes, developing explanations as well as making interpretations of data they have collected.

The foregoing discussions hereto (cf. paragraph 3.4.1; 3.4.2 & 3.4.3), fully account on how data will be collected by this research study. The reader hereof, will again recall that I mentioned that interviewees of this study will choose from voice recordings and writing as a method of capturing our deliberations. For interview discussions that will be voice recorded, I will have to carefully transcript it with the aim of identifying all crucial points and/or issues that this study is looking into. This will happen at the end of every focus group discussion sessions (cf. paragraph 3.4.1), as well as after every school visit for the purpose of reading documentary reports (cf. paragraph 3.4.2); and again, after every observations session (cf. paragraph 3.4.3). In other words, the processes of analysing data of this research study will begin as soon as data collection process commences. The aim is to steadily combine and relate data as its collections process gradually continues so as to form clearer descriptions and conclusions around it, as well as to steer data collection processes of this study towards achieving its aims (Lodico, *et al.*, 2010, p.180).

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[113]http://omlineqda.hud.ac.uk/Intro_QDA/what_is_qda.php

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As data of this research study begin to flow in from focus groups discussions, the reading of documentary reports as well as data from observations, I will prepare and organise it. This will be marking the takeoff point of data analysis process of this study. As I have indicated earlier hereto, voice recorded data will be transcribed in order to prepare it for analysis process (Flick, 2014, pp.371-372). Data collected in written notes from (i) interviews with focus groups, (ii) the reading of documentary reports, as well as (iii) observations, will also be prepared. The organisation process of data will be largely influenced and driven by research questions of this study (Lodico, *et al.*, 2010, p.181). This means that data will be arranged according to key aspects that are inquired in this research study. For example, data collected on challenges and dilemmas regarding Social Science teachers' content knowledge (cf. paragraph 4.4.) as well as on parental support in learning (cf. paragraph 5.2.8), may carry different code names and eventually fit in different categories or segments into which it (data) will be sorted.

During intervals of data collection processes, I will be reviewing data I shall have analysed with the aim of thoroughly preparing it for coding. Intervals I am referring hereto are days in which I would not be engaged in interviews, reading of documentary reports nor doing observations. Regular reviewing of data will help me to get a broader understanding thereof as well as a structure of distinctive issues related to this research study (Braun & Clarke, 2013, pp.204-205). A thorough review of data will eventually lead me to a precise way of coding it.

Coding is part of data analysis process in which data which has been prepared and organised is categorised with the aim of making it easier for interpretation purpose. It can be described as a process through which data is combined or grouped into themes, ideas and categories by marking similar or related text passages with code labels, which could be different colours or words and/or short passages.[114] Wilson (2009, p.130) describes coding as procedures that researchers use to thematically examine collected data according to distinctive divisions that are either predetermined (axial coding) or emergent (open coding) from specific data that answer their research questions. Braun & Clarke (2013, p.206) distinguish these processes as selective

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[114]http://onlineqda.hud.ac.uk/Intro_QDA/how_what_to_code.php

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coding which is about identifying collections of data related to a phenomenon in question; as well as complete coding which is aimed at identifying each piece of data that answer research questions.

In this study, complete coding will be used to enable me to determine labels for data I will be collecting. Research questions (cf. paragraph 1.7) as well as interview questions (cf. paragraph 4.4) of this research study will be the guiding determinants of the codes into which data collected will be marked. As soon as the coding process is complete, I will start categorising codes I have formulated. These categories will be derived from a list of all initial codes as well as those that emanated during the processes of data collection and analysis (Lodico, *et al.*, 2010, p.183). To finalise coding, I will from time to time, review data with aim of enriching it. Subsequently, themes that will guide the findings (cf. paragraph 5.2) and determine concluding arguments (cf. paragraph 5.4) of this research study will be formulated.

The end of the QDA process for this research study will come when I start to write reports on the interpretations of data (chapter 4) which will be guided by themes I shall have identified.

3.6   RESEARCH PARADIGMS

As highlighted in chapter one of this research study (cf. paragraph 1.17), research paradigms are about different references within which researchers do their studies. Cited from Guba & Lincoln (1994, p.105), research paradigm is defined as the "*basic belief system or world view that guides the investigator*".[115] They are the driving force of legitimacy of research components such as data analysis (cf. paragraph 3.5), transferability (cf. paragraph 3.6.4), axiology (cf. paragraph 3.6.3), etc.[116] One may also perceive research paradigms as guidelines that within which researchers should operate in order to gain knowledge that they are inquiring into (Lindlof & Taylor, 2011, p.33).

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[115]http://isites.havard.edu/icb/icb.do?keyword=qualitative&pageid=page340910
[116]http://en.w.wikipedia.org/wiki/Qualitative_research

Dash (June, 2004)[117] maintains that research paradigms determine the criteria according to which researchers would select and define problems for inquiry. For example, researchers should not, in any way, influence ideas that interviewees put forward (subjectivity); they should rather carefully expatiate the essence of interview questions and/or phrases when it is really necessary. This will maintain trustworthiness or credibility and the truthfulness of the findings that may be transferable (cf. paragraph 3.6.6) to other similar or concomitant circumstances.

As this study is qualitative in design, it will apply qualitative approaches of research such as dialectic method (cf. paragraph 3.3.1); hermeneutic (cf. paragraph 3.3.2) and phenomenological method (cf. paragraph 3.3.3) for the construction of knowledge (cf. diagram 1.2) around which it is enquiring into.[118] For example, poor application of aims and objectives prescribed by CAPS. The success of this endeavour mostly relies on the considerate application of research paradigm features such as trustworthiness (cf. paragraph 3.6.1), credibility (cf. paragraph 3.6.2) and methodology (cf. paragraph 1.10).

Subsequent inferences hereto unfold paradigms that this research study considers, among others, to play a prominent role in its attempt to uncover and construct knowledge about challenges and dilemmas that are facing senior phase Social Science teachers.[119]

3.6.1 Trustworthiness

As indicated in the previous discussions hereto (cf. paragraph 1.17.1), trustworthiness in qualitative research is the way in which researchers ascertain that transferability (cf. paragraph 3.6.6), credibility (cf. paragraph 3.6.2), dependability and Conformability are apparent in their results.[120] Dependability means that findings of a research study will bring the same results if the same research study is conducted or done again in the similar way.[121] Conformability is about the adequacy of research findings that emanated from the support by people involved in a particular investigated

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[117](http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology)
[118](http://www.erm.ecs.soton.ac.uk/theme2/what_is_your_paradigm.html)
[119](http://researchbasics.education.uconn.edu/qualitative_research_paradigm)
[120](http://universalteacher.com/1/trustworthiness-in-qualitative-research)
[121](http://qualitativeinquirydailylife.wordpress.com/chapter-5-a-dependability)

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phenomenon.[122] In the same breath, Shenton (2004)[123] asseverates that it is the duty of researchers to demonstrate that their findings are not biased (subjective) and that they transpired from collected data.

The previous discussions hereto provide a discourse on focus groups interviews (cf. paragraph 3.4.1) as one of techniques of data collection for this research study, whereby I will be going into a cluster group with interviewees to talk about challenges and dilemmas that are facing them. As a result, trustworthiness of the findings of this study will be maintained because they will be derived from their (interviewees) deliberations that would be guided or directed by research study's questions.

This may also be preserved by requesting one of the focus groups' participants to assist in recording (in writing) crucial points of our discussions to ensure transparency and openness. If they are captured by me (in writing) it will be important to continually inform them about points I shall have noted. The aim thereof, will be to eliminate prejudice and ensure authenticity of our discussions and the eventual findings of this study which should be worthy of trust and credible in nature (cf. paragraph 3.6.2).

3.6.2 Credibility

In an attempt to maintain credibility (cf. paragraph 1.17.2) of the outcomes of this research study, I have opted to use multiple data collection techniques (cf. paragraph 3.4) for the enrichment of information that I am going to put together.[124] Bloomberg & Volpe (2011, p.10) assent that triangulation of data collection methods (cf. paragraph 3.4) contributes much profitably to credibility. It is regarded as an alternative criterion for judging qualitative research as compared to internal validity that is used by quantitative researchers to judge their studies.[125]

Credibility can be seen as a measure to say whether the researcher's views about participants do fairly represent their perceptions, feelings and actions (Silverman, 2011, p.10). In other words, it is only through the legitimate judgment by participants of a

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[122]http://qualitativeinquirydailylife.wordpress.com/chapter-5-a-checklist
[123]http://http://eric.ed.gov/?id=EJ792970
[124]http://credibility-rsmet.blogspot.co.za/2011/11/ensuring-credibility-of-qualitative.html?m=1
[125]http://www.socialresearchmethods.net/kb/qualval.php

research study, that the verification on credibility of the results thereof could be made. They should be the ones to say that results are correct and believable. Hence I have indicated in an example I have made (cf. paragraph 3.6.1), to say that participants will be informed about the contents of data which has been collected from them during interview processes as well as after the analysis of data for their substantiation and approval.

Photographs of Social Science classrooms that depict if such classrooms are conducive for effective teaching and learning will also provide pieces of evidence that will sustain the credibility of this study's results. In this qualitative research study data collected will directly inform findings thereof; hence it is important for me to collect, as much as possible, data that will maximise credibility (cf. paragraph 3.6.2) of results which are about realities (cf. paragraph 3.6.3) I am investigating into.

3.6.3 Axiology

The concept axiology emanates from the Greek word '*axios*' which means worthy, and '*logos*' which refers to discourse.[126] Axiology in qualitative research is basically about ethos that researchers should consider when they directly interact with people (cf. paragraph 3.4.1) reading official documentary reports (cf. paragraph 3.4.2), as well as during observations (cf. paragraph 3.4.3). These ethics encapsulate values such as morals (what is good or bad) which include, among others; respect, dignity, fairness, confidentiality, calmness and care. For example, researchers should at all times show respect to participants, handling and treating documentary report accessed with care and dignity, as well as maintenance of the anonymity of results and findings established.[127] In other words, axiology is about values that researchers should conduct their studies by.

To strengthen trustworthiness and credibility of the results of this study, it will also be important for me to research within the parameters specified by these values. Adherence to these values may create suitable atmosphere for participants, such as

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[126]http://www.yaaka.cc/unit/axiology/#sthash.Xo.YQj7QA.LvIQmTTs.dpbs
[127]http://www.newworldencyclopedia.org/entry/Axiology

interviewees, to feel free and comfortable to share their true feelings and perceptions about their life experiences on matters under scrutiny of this study. In may also imbue a feeling of trust in me by gatekeepers for me to access relevant documents that are direly needed by this study. The axiological considerations discussed hereto may bring findings that are worthy of trust and credible for their transferability (cf. paragraph 3.6.4).

3.6.4 Transferability

In quantitative research, findings that are envisaged to be valid and reliable may be generalised to the entire population of a specific research study (Vogt, Vogt, Gardner & Haeffele, 2014, p.83); whilst on the other hand, qualitative research strives to produce findings that are trustworthy, credible and dependable so that they may be transferable to other similar situations that encounter similar and/or related problems (Bloomberg & Volpe, 2012, pp.113-114; Ritchie, *et al.*, 2014, pp.348-349).

Transferability does not make general statements about investigated matters; instead, it creates a firm base from which other researchers and readers of research studies would relate aspects of a particular study to own their experiences.[128] For example, findings of this endeavour will not be generalised to all schools with senior phase Social Science classes in Lejweleputswa District or anywhere else; rather, they will be transferable to other phenomena that are similar or related to such findings. As a result, it is upon this qualitative research study to maintain thorough and succulent descriptions of what it is investigating, so as to ensure the transferability of the findings hereof.[129]

A coherent application of data collection and analysis techniques selected for this study, will greatly assist in securing the transferability of the findings hereof. [130]Over and above, these research methods (cf. paragraph 3.3) will not only be used together to authenticate each other; rather, to collectively strengthen the findings that will be endorsed by their credibility (cf. paragraph 4.6) as well as their transferability (cf. paragraph 4.8).

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[128]http://writing.colostate.edu/guides/guide.cfm?guideid=65
[129]http://www.qualres.org/HomeThic-3697.html
[130]http://www.ncbi.nlm.nih.gov/m/pubmed/25158659

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3.7   CONCLUSION

The reader hereof will notice that this chapter deliberates much on means and ways of how this research study intends to get a better understanding and insight on how challenges and dilemmas that impede on quality teaching and learning of Social Science will be exposed so as to come up with suggestions on how to eradicate them. The qualitative research methodology that I have chosen to conduct this study in will play a greater role in bringing to the surface, realities of the phenomenon it is inquiring into. It will also come to the attention of the reader that a number of qualitative methods and data collection techniques have been considered for this research project to bring to the fore, quality results that were effectuated by thick and rich data gathered through such strategies.

It is in this chapter whereby thorough and painstaking processes of analysing data are discussed; furthermore, how data collected will be handled and analysed to authenticate findings of this study with considerate practices of research paradigms earmarked to perpetuate success hereof. Outcomes emanating from processes and considerations that are unfolded hereto are thrashed out in the subsequent chapters hereby.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis of data as well as the interpretation of results of this study. It also includes data analysis process and a presentation of the findings as well as the explanation of how data was analysed.

4.1 INTRODUCTION

Though senior phase includes Grade 7, data collection of this study was done in six secondary schools situated in six towns of this district (cf. diagram 1.1). Some of the participants were somehow uncertain about what was going on. For the sake of anonymity, they are hereby referred to as s/he and/or his/her, and him/her. At one of these schools I could not do the business of the day which was to conduct interviews, read documentary reports as well as do observations.

The reason for this was the HoD who seemingly misunderstood my reasons of being there at their school. S/he thought I could probably be a department official who came to check on his/her work. After numerous efforts that the principal made to call her to the office to introduce me to him/her as well as to discuss with me regarding my visit, she deliberately did not do so; the principal decided to call Social Science teachers to the office to meet me as well as to decide on a day for the interviews, which actually had to take place on the same day.

The confused HoD hurriedly came in just before the principal could start my introduction to teachers who also seemed to be stunned by my presence. S/he looked somehow worried and anxious. It was only after my introduction to them that I was aninnocent university research student they started to relax and their uncertainties alleviated. The day for interviews and other means of collecting data had to be re-scheduled.

This meant to me, a loss of a precious day for my study and travelling expenses. It also raised suspicions that the principal did not do justice to the permission letters I personally handed over to him eight days before, or it can also be interpreted that the HoD in question is not properly doing his/her work. At the end of that meeting, as in

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other schools I visited, some teachers said to me that they were happy that I came over for they thought that I was a subject advisor who had come to check on them for the first time in a long while.

In most of the focus groups discussions I conducted, participants were uncertain about what was going on but they eventually became interested in our deliberations. Though they responded to my questions, one cannot say that their opinions were facts because there is a difference between a fact and an opinion. It is against this background that I tried to separate chaff from wheat while I was guarding against subjectivity.

4.2   THE ROLE OF AXIOLOGY

Axiology (cf. paragraph 3.6.5) in research can be defined as a study of values that should be considered.[131] It is about values that researchers should bear in mind when they interact with participants, documents and/or information. For example, values such as *respect*, *calmness*, *anonymity* and *confidentiality* should be reckoned. Researchers who take note of such values tend to obtain valuable information that they need. This information can be in the form of written documents and/or verbal details of what is required.

For this research study, I tried my utmost best to honour and practice these values. To the principals of schools I collected data from, I maintained that they entrust in me their schools as well as every little piece of information they would provide me with, will be handled with care and respect; and that I will ensure that nobody will in any way be able to relate this data to their schools. This meant that their schools and teachers will remain unknown (anonymity). Findings of this research study will not be related to their schools and teachers. Though I tried my best to explain the practices of these values, not all of them responded positively to my requests. At school F the HoD could not provide me with minutes for Social Science (cf. paragraph 4.5.1). S/he told me that the HoD for Social Sciences has recently retired and did not hand over to him/her what I was asking for. That was the only school which I could not access minutes from.

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[131]http://rjh.goingeast.ca/2011/11/17/axiology-what-do-you-value-in-research

Another challenge I encountered was related to class observations (cf. paragraph 4.4.2). I managed to do three of the six class observations I intended to do. As part of research ethics, I had to respect feelings of those who did not want to be observed. The taking of photos in some schools was also a challenge I experienced (cf. paragraph 4.4.5). I needed to take pictures of Social Science classrooms, science laboratories and computer centres (if available). Against these odds and others, I managed to gather data that exceed what I was expecting to obtain.

4.3   ANALYSIS OF THE DATA BASED ON QUESTIONS

The focus groups which were constituted of one secondary school from each of the six townships in Lejweleputswa district of education were used as a sample of this research project. This means that a group of 2-4 teachers from each of the six township schools were having discussions with me, and the schools were referred to as school A; B; C; D; E; & F for the sake of anonymity. These groups responded to the fifteen questions as they appear below. The fifteen questions they responded to are also reflected on Appendix A of this research project.

I must mention upfront that the responses of the different groups as well as my interpretation of the groups' responses might have been influenced by a plethora of variables or factors. For example, I might have misconstrued opinions and views for facts. I am categorically inferring that opinions and views are not facts. To further clarify what I say, I must indicate that the context in which I conducted this research is one of the variables or factors that played a pivotal role. Among others, the hospitality of the teachers was hostile because they held the views that I was spying on them, despite the fact that some of them were informed by their principals about my visit prior to my arrival. However, others informed me that their principals never heralded my visit to them.

In other instances there seemed to be no truth in what they were telling me as the information they gave me smacked of a cover up. The reason I say this is because at some schools the heads of department for Social Science wanted to attend my session with the Social Science teachers though they were not part of the sample. They could

not tell me why they wanted to attend. This scenario could only be interpreted as intimidating the teachers to prevent them from telling the truth. I could however prove on the balance of reasons or probability that the teachers were not telling me the truth. Be that as it may, I tried my level best to separate the grain from the chaff. Below is my interpretation of the respondents' responses.

❋ **What are the reasons teachers and learners do not achieve the aims and objectives of Geography and/or History as stated in the policy document of these subjects?**

In three of the six schools I conducted focus group interviews, teachers highlighted that the Language of Learning and Teaching (henceforth LoLT) is, among others, a challenge that hampers negatively on the achievement of aims and objectives of Geography and History stated in the CAPS policy document of Social Science. In most of the schools, respondents told me that they have little knowledge of Geography and, as a result, will not easily achieve the set aims.

Other participants indicated that learners are not committed to their school work which they do not take seriously (cf. paragraph 4.4.1). Participants in various schools put much blame on the lack of resources such as textbooks, wall maps and pictures, etc. (cf. paragraph 5.2.7). At times, respondents claimed that parents do not play their role of seeing to it that their children study and do their homework (cf. paragraph 5.2.8).

One of the participants from school E concurred by saying that parents are not supportive and, to make matters worse, they do not show concern about the bad performance of their children. Furthermore, learners abuse drugs (dagga) and are not even afraid of using them in schools. Another respondent indicated that s/he tried his/her to eradicate this or lessen this behaviour. S/he went on to say that his/her efforts are futile because not all teachers are physically active against this behaviour of learners and their attitude towards their school work.

❋ **Which challenges do you encounter in making proper choices and application of teaching and learning methods?**

One of the challenges that the respondents said they are experiencing in making proper choices and application of teaching and learning methods, is that they are new teachers of this subject and did not attend training for Social Science CAPS. They claimed that they do not get support from their HoD (cf. paragraph 5.2.10) and subject advisors (cf. paragraph 5.2.12). Other participants shared the sentiment that they do not have adequate LTSM to thoroughly prepare themselves for the lessons.

It was amazing to uncover that all respondents from schools A and D do not have CAPS documents for Social Science. They told me that they use textbooks in order to teach what is prescribed in the Annual Teaching Plan (henceforth ATP). This is more like sailing deep in the ocean without a compass. This means that they go to their classes to teach with no aims in mind as stated in the CAPS policy document.

At one of these schools, three respondents teach Social Science in Grade 9 and have to share one teacher's guide. Another point that came up and got support from all focus group members was on overcrowding (cf. paragraph 5.2.3). They argued that they are unable to give slower learners individual attention and, at times unable to maintain order.

❋ **How does overcrowding in classes affect your planning and presentation of Geography and/or History lessons?**

Participants overwhelmingly condemned overcrowding for purposes of planning and effective lesson presentations. They argued that it is a dilemma that has been going on for years and the education department is doing too little to address this matter. "*In overcrowded classes there are always shortages of textbooks*", said one of the participants.

In schools C and D, respondents said that much of teaching time is wasted by learners who will be going out of their classrooms to borrow textbooks from other learners in other classes. It was also indicated by interviewees that overcrowding affects planning

because teachers find it difficult to reach learners individually or in smaller groups when it is necessary. They also told me that overcrowding breeds high levels of noise, and it also takes time to restore order. Again, it takes time for teachers to identify learners with serious learning problems; and at times there is no adequate space for effective teaching and learning to take place. Participants also indicated that overcrowding results in shortages of classroom furniture.

❈ **Which assessment challenges do you experience as senior phase Social Science teachers?**

At school D, participants said that they are teaching Social Science for the first time this year and not quite conversant with various form of assessment for this subject. They went on to say that they take activities for formal assessment as they are from textbooks. In schools A, C and D respondents agreed together that learners' reading and writing skills are poor thus resulting in poor performance. Furthermore they do not take their assessment tasks seriously and they copy from one another; as a result of shortages of textbooks. One of the participants sounded somehow helpless when s/he said:

"We try our best to highlight and to emphasise to learners the importance of doing justice to their formal tasks, to honour submission dates as well how it influences their School-Based Assessment (henceforth SBA) *marks ...these learners don't want to listen."*

At school C a respondent (an acting HoD) indicated that it is in his/her Social Science department's agreement that no teacher will give a learner a zero mark for non-submission. It is their duty to make sure learners submit their formal tasks, despite the odds. In spite of this endeavour, learners still do not cooperate; …"*butat least it has reduced their non-submission rate*", another respondent concurred with others nodding in agreement. For some of the formal tasks like assignment and research projects, learners struggle to access information from sources like the internet and other supportive material. At school F there is a computer centre with internet access.

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Respondents from this school said that they are solely for the use of the Grades 12 learners and for those who do Computer Studies in Grades 10-12.

It is a policy of the DBE that parents and learners have in their possession, annual assessment programmes. In most of the schools I visited, this is not practiced. One respondent's comment was that even if they do justice to this matter, parents and learners do not play their part (cf. paragraph 5.2.8).

❊ **Why would you say it is impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners within the prescribed time-frames?**

Almost all participants of the six sampled schools concurred that it is not easy to complete all of the stated CAPS topics, do revision as well as to earnestly provide assessment feedback to learners within the prescribed time-frames. Most of them agreed together that it does not cater for events like public holidays. These interviews took place around local municipal Election Day with national Women's Day nearby. Respondents made example of such events and others as inconveniences that contribute negatively to the completion of these topics.

The pace set is too fast for slower learners to catch up. For teachers who try to catch-up by means of extra classes this was found to be difficult. Participants argue that learners do not cooperate, and others have a problem with their transport more especially those who live on nearby farms. Other respondents talked about curriculum coverage forms that must be completed to indicate if they have completed topics for each term.

For those who could not finish what is set for the term, they must write down indicating how and what they are going to do to cover unfinished topics. To avoid this kind of responsibility, teachers work quickly to finish what is due for the term with disregard for slower learners, hence failing to attain aims and objectives thereof (cf. paragraph 5.2.1).

* **Newspapers and various scholars hold the view that teachers have an excessive workload which consumes their teaching time. As Social Science teachers, what do you make of this statement?**

Most of the participants differed, not entirely, with the statement around this question. They indicated that CAPS reduced a large amount of work that they had to carry during OBE. Those who differed with the statement mentioned that they have unnecessary paperwork to do which they regard as a repetition of work. To sustain their views, they indicated that work schedules, lesson plans as well as textbooks are the same with regard to the coverage of the prescribed topics. Other participants argued that they have too many periods allocated to them which, at times results in their absenteeism from work. Others hold the view that, at times, their schools lose teachers on account of being declared in excess and their work being spread over to their remaining colleagues, hence extra work.

An example of this situation is with the acting HoD, at school C, who has to do his/her job as a teacher as well as that of the HoD who has retired. S/he told me that their school lost that post due to the staff establishment which is based on the total number of learners in each school. I could not get hold of the HoD at school F. The principal informed me that s/he has been experiencing ill-health challenges for a long time, and as a result, is considering taking retirement. One of the teachers who was also a focus group participant and a Geography teacher for Grades 10-12 had to stand in for his/her place for teaching Grade 9 Social Science and feels that s/he is overloaded with work.

* **Which resources and Learning and Teaching Support Materials do you need for the effective teaching and learning of Social Science at your school?**

Undoubtedly, teachers are in dire need of the LTSM to achieve teaching and learning aims. At school A there is only one globe for eight Social Science classes and there are no atlases. Respondents said that they need these as well as large wall maps, posters, notice boards for classes that do not have them. Other respondents agreed together that libraries should be well equipped and permanent librarians be employed by the education department. They also suggested that it will be good to have centres solely

for Social Sciences like it is with science subjects and computer studies. To elaborate this, a participant remarked that Social Science are given low status which results in teachers and learners regarding it as a less important subject.

❋ **How do learners' behaviour and the unwillingness of parents to support teachers affect the effectiveness of learning and teaching?**

Teachers experience serious problems with learners' behaviour as well as parental support in learning. This was the overall impression by various points of view of the participants. Learners do not respect their school work and parents do not play their part at home to see to it that their children study and do school work. One of the participants assumed that a lot of parents and grandparents, who look after their grandchildren, are uneducated and have little with assistance in this regard.

Another response highlighted that parents buycellular phones for their children and do not monitor their use: that is, 'when' and 'how' to use it. They use them during their lessons and do not pay undivided attention in class. Respondents at school D told me that one of their colleagues was framed by learners when he tried to confiscate a cellular phone from a learner who was disruptive. Learners supported the allegation that the teacher physically abused the learner. The teacher concerned was subsequently dismissed. Respondents also talked about the smoking of dagga and gangsterism on the school premises (cf. paragraph 4.4.1).

Participants also indicated that learners are progressed/accelerated to the next grade on account of age even if they have performed poorly. At schools A, B, D and F, respondents said that some of the learners, who are repeating classes, do not work or show commitment. It is as if they live with the impression they will not be retained in the same grade for two of more consecutive years. **"…** *These learners misuse their rights…*" one of the participants said in frustration.

※ **How important do you think it is to have academically qualified senior phase Social Sciences teachers?**

Interviewees, in their great number, highlighted that it is significant for teachers to have academic qualifications to effectively teach Social Science. They were also in agreement that teachers who teach subjects they did not specialise in, lack interest which contributes to poor performance by both teachers and learners. Furthermore, they have poor content knowledge and, as result, certain portions of prescribed topics are not done or properly treated. An example was made at schools A, D and E to say that many teachers are not good at teaching Grade 9 map work. Another one said that *'Grade 8 History is too long and boring'*. Learners do not show interest during lesson presentations and, most often than not, perform poorly.

In schools D and F, certain respondents said that one of them specialised in Geography and the other in History, but they both teach Geography and History in Grades 8 and 9; and find it challenging to handle components of Social Science that they did not specialise in. They said that their school time-table does not separately allocate periods for Geography and History, as a result, have decided to alternate periods, that is, teach Geography this period and History during the next period. In some schools, the situation is different. Their time-table has separate periods for Geography and History, of which I personally think, is a good idea; but the challenge there is that teachers have to teach both components of Social Science. I think that the HoDs at these schools should have considered this and played their role by making sure that teachers teach what they know best.

※ **How does the situation whereby the Social Science Heads of Department in your school do not have basic pedagogical content knowledge of Geography and/or History and experience of teaching these subjects affect you with regard to your development, support and empowerment?**

Nineteen Social Science teachers took part as interviewees in this research project, but only one of them is a HoD. The reader hereto will remember that s/he has been acting since 2011 without receiving an acting allowance. This indicates that in this instance

the Social Sciences is headed byan HoDwho does not have basic pedagogical content knowledge thereof. A response to this question was that teachers do not get support and development at school level, and that much of their work is paperwork which includes ticking in and commenting for monitoring and control. Another respondent mentioned that they do not attend workshops together with subject teachers; as a result, the HoDs are not subjected to developments in some of the subjects that they head.

⁂ **How does the non-existence of Social Science as a specialisation subject in Higher Education Institutions of this district affect the teaching and learning of this subject?**

From school A to F, responses to this question had a common denominator. This implies that respondents basically had similar perceptions and were in agreement on how the non-existence of Social Science in HEI's of this district negatively impacts on the teaching and learning thereof. They stated that teachers who teach subjects they did not specialise in have poor pedagogical content knowledge; and as a result, produce poor results. *"Their morale is low"*. Some respondents said that there are no opportunities for teachers' self-development and empowerment for the mastery of Social Science by teachers. Others mentioned that content-related challenges will continue for a long period of time if it is not included in faculties of teacher education in HEI's of Lejweleputswa District.

⁂ **What do you think the district should do in order to develop and support Social Science teachers to enable them to teach effectively and efficiently?**

In response to this question, interviewees gave me their thoughts with regard to the role that the district should play in an effort to address challenges that hamper the effectiveness and efficiency of the teaching and learning of Social Science. In all focus groups I interviewed, respondents highlighted that the district should do regular developmental checks on subject content and didactics.

To address problems regarding shortages of LTSM, the district should provide schools with educative material they mentioned in paragraph 5.2.7 hereto. In support of their point, interviewees argued that funds that the education department allocates for

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schools are not sufficient to satisfy the needs of schools. In the same breath, respondents also suggested that the district should establish more education support centres and provide in-service training in collaboration with HEI's. Educational tours should be subsidised for affordability by learners from poorer families. They also highlighted that there should be enough subject advisors to develop and support teachers.

⁂ **Why would you say that the Integrated Quality Management System does not effectively assist in developing Social Science teachers as well achieving its aims?**

The question on IQMS evoked similar perspectives from the interviewees of all focus groups. The general idea was that IQMS does not achieve its aims. *"For development purposes, IQMS fails Social Science teachers because evaluators (HoDs), and sometimes, their peers do not know the subject contents and how to teach it"* (cf. paragraph 3.4.10), said one of the respondents with others nodding in agreement. In support of this statement, another response supported by the rest of the focus groups members at school C, indicated that unqualified HoDs cannot develop Social Science teachers with regard to content knowledge.

Schools C and F said that teachers do not take it seriously, they only do it because it is policy. They furthermore argued that there is no follow-up done to assist teachers on Performance Standards they have identified. A remark was also made that IQMS benefit former model C schools because they are better equipped for teachers to perform well; hence a better pay progression.

⁂ **What challenges do you experience regarding the content of Geography and/or History?**

The majority of participants highlighted that the teaching of both Geography and History by one teacher is a major challenge that is facing Social Science teachers. Some teachers specialised in teaching Geography and others in History; and as a result, tend to spend much of their teaching time on what they are comfortable with. They also mentioned that this results into some headings of prescribed topics being omitted. For

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example, doing map-work calculations is a challenge for teachers who specialised in teaching history. One of the respondents indicated that learners do not show keen interest in learning foreign history. They like South African history. Participants also indicated that there are no content-oriented workshops where these challenges could be given attention.

❋ **What are the reasons for the learners to perform poorly at the end of the General Education and Training Band?**

When responding to this question most participants shared similar thoughts about poor performance of Grade 9 Social Science learners as was the case with other questions. They put much blame on common papers that learners must answer as their end-of-year examinations. They claimed that the standard of common papers is high for learners; with reference to the level of the language used as well as the type of questions. It was also indicated that learners do not take it seriously and, in most cases leave blank or open spaces. Another thought was about the fast pace which teachers and learners have to work with (cf. paragraph 5.2.5) to cover the work for the year. Time provided is not enough to earnestly do revision and remedial work.

At school A, respondents concurred with a statement made by one of them when s/he said that teachers should also take the blame because of their uneven or unbalanced content knowledge of both geography and history. In support of this statement, in 2015 I was asked by a farm school principal to help him/her to teach his/her Grade 9 learners map-work which was scheduled for the first term. It was too late when s/he did this because I only got a chance to be there on the Friday and, most unfortunately, the geography examination was scheduled for the Monday of the following week.

I really felt upset for those learners. It was shocking to me when I found out from him/her that absolutely nothing regarding map-work was taught to those learners for the whole year. I do understand that s/he does not know map-work, but s/he had had chances right through out the year to get help for those poor learners.

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4.4 ANALYSIS OF DATA COLLECTED BY OBSERVATIONS

As part of the phenomenological study of this qualitative research study, observations were done as a means of collecting data. This was done for the purposes of enriching data (triangulation of research methods) required by this study to strengthen its findings and recommendations. Again, observations were used to sustain credibility of the findings hereof, hence their transferability. The analysis of observations is as follows:

4.4.1 Discipline of learners

In all six secondary schools I visited to collect data, teachers have challenges with regard to learner discipline (cf. paragraph 4.4.1). I informally asked principals questions around this matter. All of them nearly responded in the same way by saying there are various challenges in this regard. Punctuality was one of the problems. Learners are not on time and need to be constantly reminded. Boys do not wear proper school uniform and, at time, those who do have it, do not wear it neatly; shirts are often hanging out. They like to wear different sorts of hats and caps that are not school uniform and do not match their school colours.

In school D, I saw a principal confiscating some of those s/he could see during break. Girls' nails are colourful and, at times are done in classes. This probably divides their attention during lessons. Another challenge is the use of cellular phones and headsets in classes during lessons. The reader hereto will remember that at one school, a teacher was dismissed for an alleged assault when s/he tried to confiscate a cellular phone that was disrupting a lesson presentation.

There are also challenges related to the smoking of dagga by learners in the school premises as well as gangsterism (cf. picture 4.2). Picture 4.1 hereto, depicts graphics that encourage pupils to smoke dagga rather than study.

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Picture 4.1: A photo taken in one of the classrooms depicting dagga smoking in schools

I was informed by a teacher at one of the schools that parents were called to school for their son who was caught with evidence of smoking dagga. The mother of the alleged boy indicated that her husband refused to come over because he is the one who brings home dagga for their child. In the same breath, I went to school F to deliver a copy of a permission letter that allowed me to conduct my research. On my arrival at about one o'clock in the afternoon, the school gate was locked. As I was waiting, a learner came running to unlock it for me. Behind me, four learners, who were in their school uniform, hurriedlycame to enter the gates with me. Seemingly a learner who unlocked the gate was a Representative Council of Learners (henceforth RCL) member.

He indicated to these learners, that what they were doing was wrong. Finding me standing at the gate made one of them try and fool me by speaking slang and thought I would not understand. He said to the 'gatekeeper' that he should not worry because he has '*ganja*' for him. This is another name for dagga. I asked myself questions I could not answer. Firstly, why was it a learner who had the keys to the gate? These other learners should be learning in their classrooms around that time. Who let them go out of the school gate?

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Picture 4.2: A photo displaying gangsterism in schools

At school B, learners cannot wait for the break time bell to ring. About two minutes before break they stand at the door shoving each other so as to be first when they queue up for the food that is served to the learners in schools. They do this in the presence of teachers. Immediately the bell rings, they run as quickly as they can.

4.4.2 Preparation of lessons by teachers

At school A, a Social Sciences teacher told me that they do not have CAPS policy documents thereof as well as templates for lesson preparations. Furthermore, s/he indicated that there is only one teacher's guide at their school. It was a Grade 8 History lesson that I had to observe. There were no maps or pictures and the teacher was doing remedial work without a guide which has clearly stated answers for activities in learners' textbooks. On our way to the class s/he remarked that "*Grade 8 History is boring and does not enjoy teaching it*". It is one of the reasons why learners perform poorly (cf. tables 4.1 & 4.2).

In another school, the teacher was reading out history from the textbook for learners with some notes being written on the chalkboard for learners to copy. It became apparent to me that these teachers were not thoroughly prepared. Other suspicions of teaching without preparation were by teachers who avoided being class-visited. They asked me reasons why. I explained that I needed to see if classes are overcrowded or

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not, as well as teaching aids available. S/he decided to give the conditions of the classroom by mentioning that *"there are no noticed boards as well teaching aids available … and the learners are 52 in that class."* Another teacher said that s/he does not like class observations; s/he does it only for IQMS because it is compulsory.

4.4.3 Teachers and learners on time for lessons

Late coming is not so intensive in the mornings at schools that have measures in place as well as to consistently apply them to limit it. I did not notice a late coming in the mornings by teachers at schools I visited. I saw learners arriving late with teachers at the gates writing down their names. I enquired about what these lists are used for and got informed that they are used for learners' demerit scores which could lead to punitive measures being taken against culprits. Changing of periods vary from one school to another. I noticed two of the most common ways of doing this. Firstly, it is where learners are stationed in their classes while teachers exchange according to the time-table. Second, is the opposite of this; teachers are stationed when learners go to them as periods change. At school C learners change classes and a lot of teaching time is lost because they do not move straight to their next respective classes, instead, they will be going to toilets in numbers and delay the beginning of each lesson.

Teachers are not working as a team to stop this. I saw three of them at the doors of their classrooms trying to regulate learners' movement so as to be on time. Learners enjoy being outside their classes during Physical Education and Training (henceforth PET) which forms Life Orientation. When the period is over, they take a long time to get back to their classes. One's argument on this behaviour could be that teachers in charge are not doing enough to eradicate it.

4.4.4 Teacher workload

The situation of excessive workload for teachers varied from one school to another. Similarities were where teachers are carrying the workload of their colleagues who are on leave on account of prolonged ill-health challenges. One of the focus groups interviewees is acting as HoD and still has to carry out the same amount of work s/he did as a teacher. Shortages of textbooks force teachers to make copies for the

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learnersand this consumes time. Overcrowding also increases the workload of teachers and assessment; at times, with deadlines for submissions of marked scripts and analysis of results that are accompanied by writing accounts on curriculum and assessment coverage. The amount of subject content that should be covered at a hasty pace, also poses a challenge.

4.4.5 Geography laboratories and teaching aids

There are no laboratories or centres in any room set aside for Geography and/or History in schools. School laboratories I visited provide for the teaching and learning of Life Sciences, Physical Science and Natural Sciences. There is absolutely no material for Geography in those facilities as seen in pictures 4.3 and 4.4 which were taken in two different schools.

Picture 4.3: Disused science laboratory

Picture 4.4: An empty science laboratory

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Computer centres that one would think Social Science learners would use to do their tasks in are not accessible to them. In school C, as depicted by pictures 4.5 and 4.6, there are two computer centres with no computers and projectors. They have been like this for the past three years. They are used as normal classrooms in which teachers are stationed because of a shortage of classrooms (cf. paragraph 5.2.3).

Picture 4.5: Computer centre used as a classroom

In picture 4.5 the chalkboard is on the floor which simply means that learners at the back cannot see well and teachers cannot properly use it.

There are no chairs and learners have to move around with them as they change periods. There is an extreme lack of teaching aids in all sampled schools. Only three schools have one or two globes. Wall maps, wall pictures and atlases are not available. This was also supported by respondents during our discussions. It also contributes much on the failure to achieve curriculum aims for Social Science and poor results (cf. paragraph 4.6.2)

4.5   INTERPRETATION OF OFFICIAL DOCUMENTS

Another data collection technique used in this study was by means of reading documentary reports. From six sampled schools, I requested minutes of Social Science subject meetings. They all allowed me access except for school F. The HoD in charge

told me that they were misplaced and asked me to leave my contacts; s/he never kept the promise. S/he did not take my calls when I tried to find out. One has a stance in saying that meetings for this subject are not held at this school. I also requested for the end-of-year results that I fortunately got from all sampled schools. The following discussions are on these documents:

4.5.1 Reading of minutes

It was really disappointing to realise how rarely subject meetings were held in all sampled schools. I only needed minutes of meetings that were held since the inception of CAPS in 2014. Subject meetings were held a little less than four times since the implementation of CAPS in most of these schools. It is departmental policy that subject meetings must be held once every school term. I was expecting to find about 8 to 9 minute meetings from each school. To argue this occurrence, one may put blame on SMT's for not carrying out their duties, especially the HoD and their immediate deputy principal. They do not do justice to monitoring and control of work of teachers and/or HoD's.

I noticed from the minutes I got from schools A and D that social science teachers do not follow the assessment programme. It was not amazing to me because interview respondents highlighted that they do not have CAPS policy documents in their respective schools. They even requested me to e-mail it through to them, as well as lesson planning templates. I informed them that CAPS documents are available and easily accessible from Google.

Poor results were also discussed and that they are not satisfactory but there were no indications as to what was going to be done to address it. In schools A, C, and E, reasons noted for high failure are that learners do not submit their formal tasks, overcrowding, lack of parental support in learning, poor knowledge of LoLT, as well as the lack of resources. In school C, teaching time is consumed by the copying of notes written on the chalkboard due to photocopy machines that are not always in good working conditions. I also found out that teachers in schools A and F do not complete content topics prescribed for respective school terms. Learners cannot identify a map

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features, probably in topographic and orthophoto maps. They also cannot interpret sources like cartoons. There were still no indications on how these challenges would be addressed.

4.5.2 The end-of-year results of Social Science

As highlighted by interview respondents as well as in minutes of meetings, results are not satisfactory in both Grade 8 (cf. tables 4.1, 4.2) and Grade 9 (cf. tables 4.3, 4.4). Learners are failing in large numbers. These tables show end-of-year results in 2014 and 2015 of six sampled schools. These results include SBA marks. The minimum pass mark for Social Science is 30% which large scores of Grade 9 fail to obtain. All tables show most of the learners obtain level 1 which ranges from 0% to 29% and level 2 (30-39%).

END-OF-YEAR RESULTS: 2014

GRADE 8

SCHOOL	level 1: 0-29%	level 2: 30-39%	level 3: 40-49%	level 4: 50-59%	level 5: 60-69%	level 6: 70-79%	level 7: 80-100%	TOTAL LEARNERS	AVERAGE %
A	26	37	18	10	5	1	0	**97**	42.33
B	189	56	34	5	0	0	0	**284**	25.69
C	128	66	26	13	4	2	1	**240**	30.35
D	65	21	6	3	8	2	0	**105**	27.98
E	95	33	7	0	0	0	0	**135**	24.89
F	56	24	16	2	0	0	0	**98**	28.62
TOTALS:	**559**	**237**	**107**	**33**	**17**	**5**	**1**	**959**	**29.98**

Table 4.1: End-of-year results for Social Science for Grade 8 - 2014
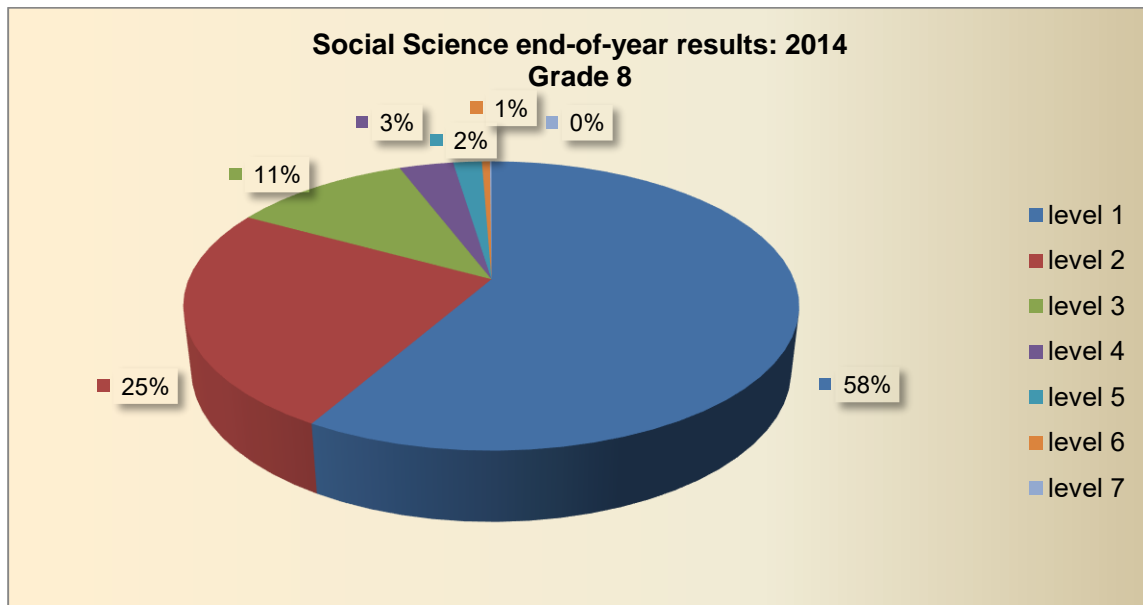
END-OF-YEAR RESULTS: 2015

GRADE 8

SCHOOL	level 1: 0-29%	level 2: 30-39%	level 3: 40-49%	level 4: 50-59%	level 5: 60-69%	level 6: 70-79%	level 7: 80-100%	TOTAL LEARNERS	AVERAGE %
A	27	43	36	11	6	0	0	**123**	37.31
B	77	68	33	6	1	0	0	**185**	31.63
C	303	60	14	5	0	0	0	**382**	24.14
D	69	25	16	6	2	2	1	**121**	28.84
E	9	44	61	41	20	7	1	**183**	46.84
F	66	81	31	9	2	0	0	**189**	33.19
TOTALS:	**551**	**321**	**191**	**78**	**31**	**9**	**2**	**1183**	**33.66**

Table 4.2: End-of-year results for Social Science for Grade 8 - 2015

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This is clearly illustrated in pie-charts 4.1.and pie-chart 4.2 hereto. One will realise that the biggest portions of these pie-charts show high percentages of failing Grade 8 learners. This becomes worse with Grade 9 which has 65% or more of learners failing Social Science. Tables 4.3.and 4.4 indicate the exact numbers of Grade 9 learners who have failed CAPS Social Science for 2014 and 2015.

Pie-chart 4.1: end-of-year results for Grade 8 Social Science - 2014

Pie-chart 4.2: end-of-year results for Grade 8 Social Science - 2015

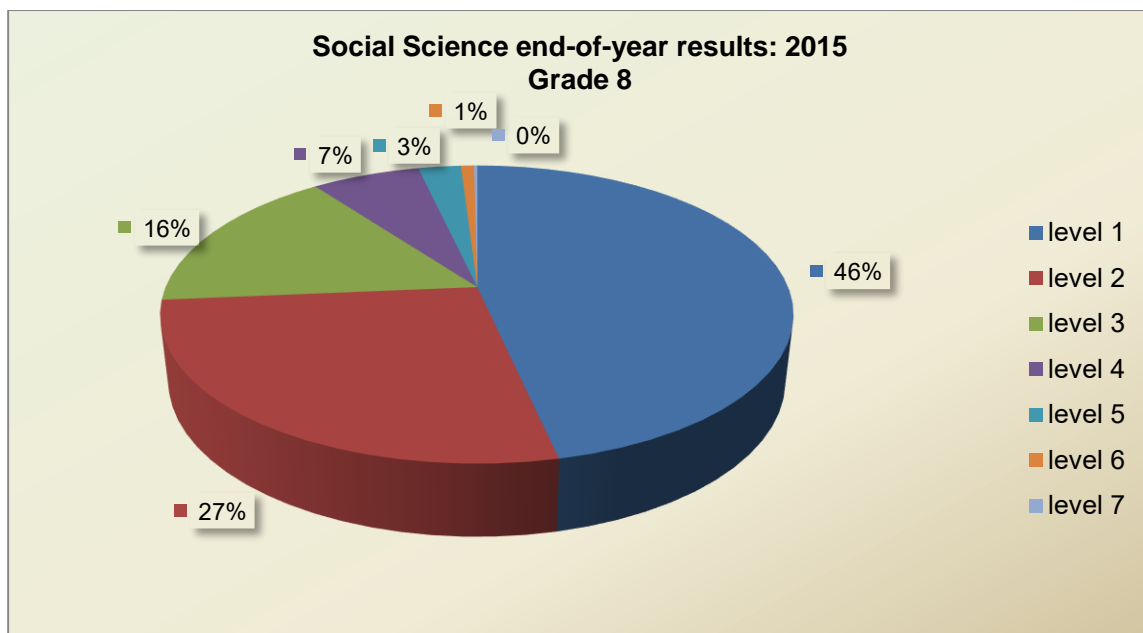## END-OF-YEAR RESULTS: 2014
GRADE 9

| SCHOOL	level 1: 0-29%	level 2: 30-39%	level 3: 40-49%	level 4: 50-59%	level 5: 60-69%	level 6: 70-79%	level 7: 80-100%	TOTAL LEARNERS	AVERAGE %
A	84	98	68	1	0	0	0	251	24.22
B	253	46	5	0	1	0	0	305	21.13
C	459	53	10	1	0	0	0	523	22.37
D	85	16	10	1	0	0	0	112	22.68
E	137	65	18	1	1	0	0	222	27.74
F	133	133	34	2	2	0	0	304	31.23
TOTALS:	1151	411	145	6	4	0	0	1717	24.90

Table 4.3: End-of-year results for Social Science for Grade 9: 2014
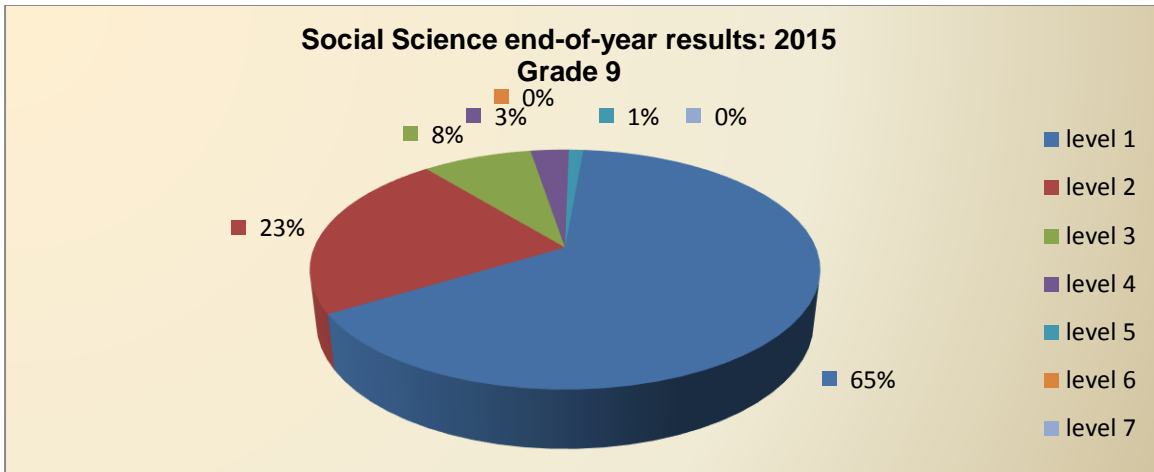
END-OF-YEAR RESULTS: 2015
GRADE 9

SCHOOL	level 1: 0-29%	level 2: 30-39%	level 3: 40-49%	level 4: 50-59%	level 5: 60-69%	level 6: 70-79%	level 7: 80-100%	TOTAL LEARNERS	AVERAGE %
A	147	36	7	1	0	0	0	191	20.19
B	211	85	17	1	0	0	0	314	25.13
C	472	118	23	2	0	0	0	615	23.28
D	51	32	22	8	3	0	0	116	32.28
E	16	34	41	27	13	0	0	131	42.75
F	123	53	21	7	1	0	0	205	28.42
TOTALS:	1020	358	131	46	17	0	0	1572	28.68

Table 4.4: End-of-year results for Social Science for Grade 9: 2015
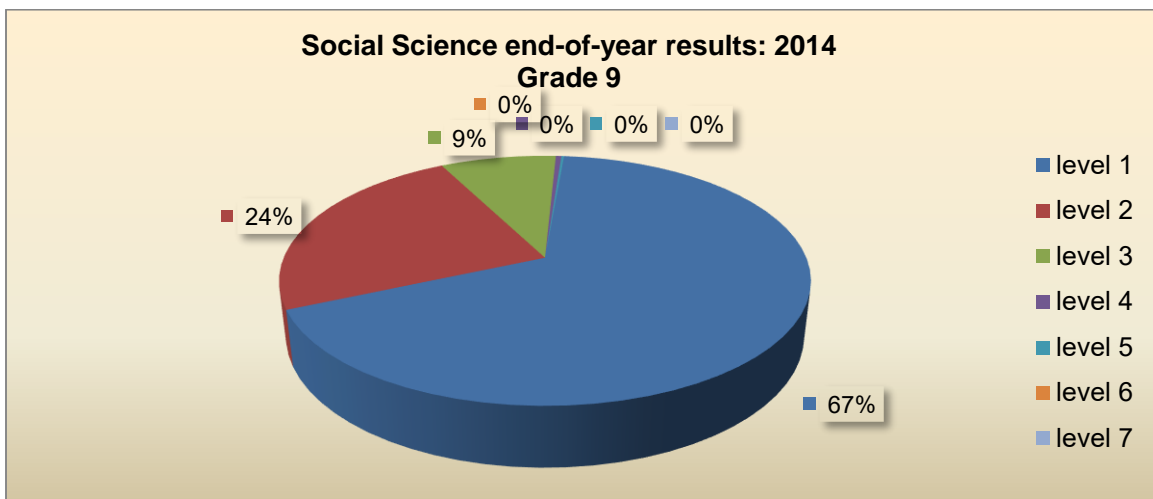
Pie-chart 4.3: end-of-year results for Grade 9 Social Science - 2014

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Social Science end-of-year results: 2015
Grade 9

Pie-chart 4.4: end-of-year results for Grade 9 Social Science - 2015

Pie-charts 4.4 and 4.5 show results of the end-of-year common examinations that Grade 9 learners sit for. It is clear from these pie-charts that the performance of Grade 9 learners inSocial Science is very poor with 65% obtaining below 30%, and that none of them could pass Social Science with 70% and above in both 2014 and 2015. Though end-of-year results are so bad, line graph 4.1 hereto shows that failure rate slightly decreased from 2014 to 2015 in both Grades 8 and 9.

SOCIAL SCIENCE
Failure rate of learners
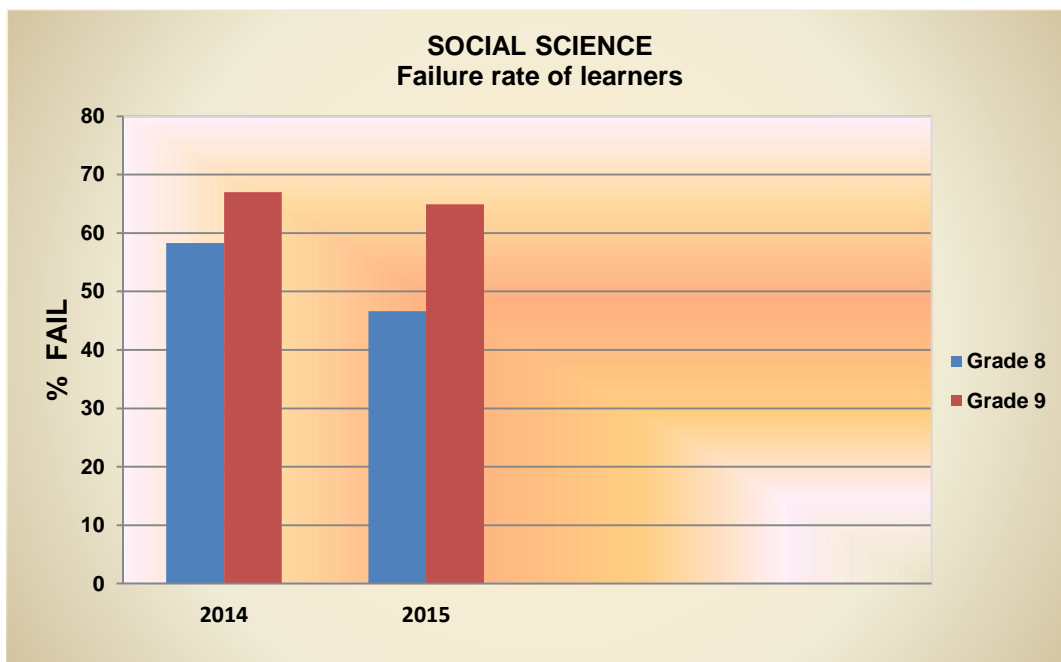
Bar graph 4.1: Comparison of percentages of failure in Grades 8 & 9

SOCIAL SCIENCE
Failure rate of learners
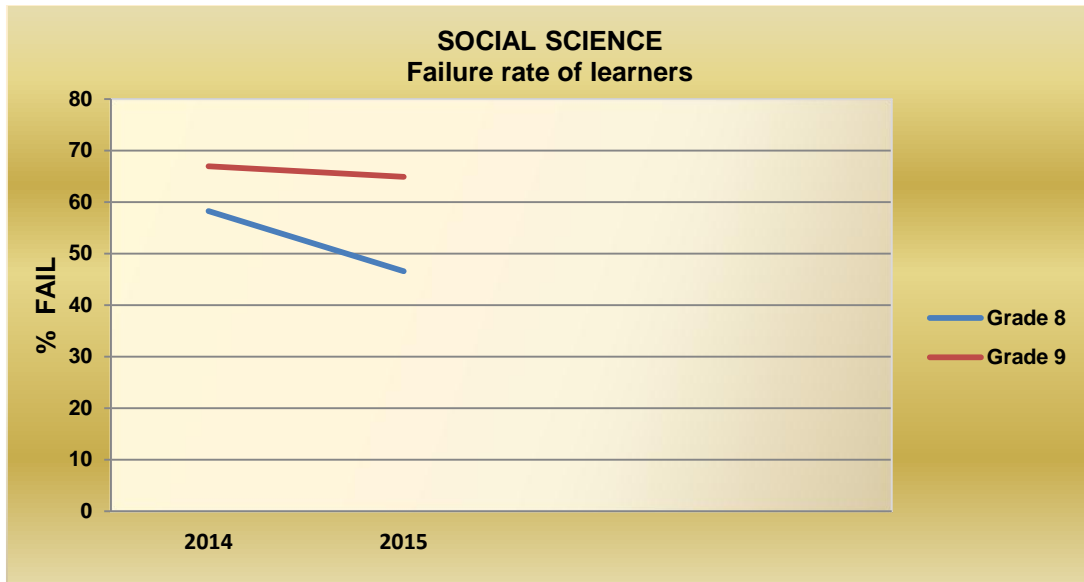
Line graph 4.1: Decline in the failure rate of Grades 8 & 9

Bar graph 4.1 shows a comparison of failures in Grade 8 and Grade 9. This shows that learners perform poorly in common papers more than examination papers that were set by their subject teachers. Together with line graph 4.1, they show that teachers and learners are slowly getting to grips with CAPS Social Science. They really need support and development to better their performance.

4.6 CREDIBILITY OF THE RESPONSES OF PARTICIPANTS, OBSERVATIONS AND INFORMATION IN THE OFFICIAL DOCUMENTS

This research study attempted to collect data, as much as possible, by means of interviews with focus groups, observations and the reading of official documents. 16 Social Science, from six secondary schools took part as respondents to 15 interview questions that guided our discussions which revealed their experiences regarding challenges and dilemmas they are facing. These experiences were transcribed and, at some points, responses were transcribed as they were spoken. For each interview questions, I confirmed with them that the transcripts represented their thoughts.

For observations, pictures were taken to sustain points made in the discussions hereto (cf. paragraph 4.4). I took photos in the presence of HoDs or principals of sampled schools. As I promised to keep information anonymous, I checked with them if they

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were satisfied with the photos I took. This was also done with minutes that I accessed. Challenges that are mentioned in the minutes were also shared with HoDs that availed them to me to verify if they are true. All these endeavours were made in an attempt to maintain credibility of results of this research study.

4.7   TRUSTWORTHINESS IN THIS RESEARCH STUDY

Trustworthiness (cf. paragraph 3.6.1) in qualitative research means that evidence for results reported is adequate and sound. Arguments in this research study are, at times, supported with evidence to strengthen its credibility. One would realise that photos were taken to sustain arguments put forward by this research study, as well as to maintain truth value and consistency hereto.[132]   For example, arguments on the unavailability of teaching aids for Social Science in classrooms were supported by these pictures. Discipline of learners and acts of gangsterism in school is also evident in the pictures that were taken in the presence of some SMT members.

Evidence of failure to attain curriculum aims which is intertwined with learner discipline, poor pedagogical content knowledge of Social Science teachers and HoDs, are also evident in the illustrations made hereto by means of tables, graphs and pie-charts that are based on information retrieved from the archives of sampled schools. To be honest, some of the responses from interviewees at school C made me somehow skeptical when they told me that the three of them are new Social Science teachers who started teaching this subject about two months before our day for research interviews, and that the one who had been teaching it for years was absent on that day. Seemingly, they were also not well informed by the principal about my reason for being at their school. They probably thought I was an official who came to do a spot check on their work.

Minutes of meetings for Social Science that I accessed (cf. paragraph 4.5.1), were small in number and have no suggestions as solutions to problems that were identified. Over and above, it sustained the point that HoDs were not doing justice to their work.

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[132]http://problemfinding.labanca.net/2010/05/24/trustworthiness-in-qualitative-research

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4.8　TRANSFERABILITY OF THE FINDINGS OF THIS STUDY

Transferability (cf. paragraph 3.6.4) is about the extent to which results of a qualitative research study can be transferred to other similar or related contexts.[133]　This means that the findings of this research study can also apply to other schools which are similar to the schools where I conducted this research, and also to others in other districts and/or provinces of this country.　For example, challenges on shortages of LTSM and/or the inadequate pedagogical content knowledge of Geography and/or History of Social Science.

It could also be the case that learners in other schools, anywhere else in the country, are performing poorly in their Social Science examinations.　Again, Social Science teachers in other schools may be facing challenges with regard to timeous completion of pace-set curriculum content and earnestly provide feedback in assessment.　The use of drugs, more especially the smoking of dagga, and gangsterism could also be experienced in other schools.

Over and above, those who wish to transfer results to other similar contexts bear responsibility thereto for making judgment of how sensible it is as well as to strengthen findings of this research study.[134]

4.9　CONCLUSION

This chapter (chapter 4) attempted to reveal challenges and dilemmas that Social Science teachers encounter as highlighted by the statement of the problem and research questions of this study.　Data collection techniques that were deployed brought much to the surface, such as challenges and dilemmas.　The chapter also revealed how poorly schools are equipped; hence failure to achieve curriculum aims of Social Science which is also, among others, contributing much to the poor performance of learners. These and other challenges are completely in contrast with *'Action Plan 2014: Towards the Realisation of Schooling 2025'* of the South African Government through its basic

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[133]http://www.socialresearchmethods.net/kb/qualval.php
[134]http://credibility-rsmet.blogspot.co.za/2011/11/ensuring-credibility-of-qualitative.htm/?m=1

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education department.[135] It is therefore crucial that the DBE put much effort in ensuring quality education for the present and for future generations.

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[135]http://www.gov.za/about-sa/education#basic

CHAPTER FIVE

5. SUMMARY OF THE FINDINGS, CONCLUDING ARGUMENTS, RECOMMENDATIONS AND LIMITATIONS

5.1 INTRODUCTION

Senior phase Social Science teachers experienced the introduction of CAPS in 2014 with Geography and History clearly divided to simplify the teaching and learning thereof. The implementation was hastily done as teachers were not adequately trained and prepared for its debut, and as a result, had to face various challenges and dilemmas; hence the purpose of this research study which was to bring to surface as well as to suggest means of minimising them.

For each of the interview questions, which guided our focus group discussions, respondents were requested to suggest solutions to challenges and dilemmas that they made mention of. These suggested solutions were used in this research study to make conclusions and recommendations on measures of strengthening the teaching and learning of Social Science. In order to reinforce findings and recommendations of this study, observations and the reading of documentary reports, were deployed for data collection enrichment.

The application of the three data collection techniques in this study, achieved its aim with regard to the triangulation of data it has gathered. For example, it was revealed by the focus group discussions as well as in the documentary reports that teachers and learners have to rush to complete topics prescribed for each school term. This is also supported by literature reviewed in chapter two of this research study. Again, it was uncovered by this study that learners' results for Social Science are very poor.

The reader hereto will realise that the main research questions (cf. paragraph 1.7) were also answered by data interpreted and analysed in chapter four. This chapter (chapter 5) provides a synopsis of this research study with emphasis on its findings, conclusions, recommendations, and limitations of this research study.

5.2   SUMMARY OF THE FINDINGS

The following summary of the research findings is based on data that was collected from the six focus groups interviews, observations as well as from the reading of documentary reports that I managed to access.

5.2.1   Aims and objectives of Social Science

It has been revealed by this research study that teachers and learners fail to achieve curriculum aims as stated in the CAPS policy due to various reasons. Among these reasons, the LoLT is a recurring dilemma. The language proficiency of learners is poor, as a result, presents itself as a barrier on learners' comprehension abilities during lesson presentations, assessment, as well as to study on their own. It was also uncovered that shortages of the LTSM contribute negatively on the attainment of curricular aims of Social Science (cf. paragraph 5.2.7). This study has also discovered that numerous learners do not show commitment to their school work which could also result from poor parental support in learning (cf. paragraph 5.2.8).

5.2.2   Teaching and learning methods

Training of CAPS was a once-off event that took place early in 2014 when it was implemented in the senior phase classes. No follow-up was done in the form of cluster meetings and/or school visits by subject advisors. As a result, Social Science teachers are not quite sure about making proper choices and application of teaching and learning methods. This situation is worse with new teachers who were instructed to teach Social Science and never got trained for CAPS nor got school visits. Shortages of the LTSM (cf. paragraph 5.2.7) also pose challenges on the making of proper choices and application of teaching and learning methods. In other instances, teachers are without Social Science documents for curriculum and assessment; hence are less likely to make good use of teaching and learning methods.

5.2.3   Overcrowding

This has been a challenge in South African schools since the apartheid era that ended in 1994 and has not been satisfactorily met for its eradication in the previous 22 years in

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spite of numerous calls made by teachers and their unions. Overcrowding, negatively impacts on planning and presentation of lessons. It also contributes much on shortages of textbooks. Overcrowding breeds high levels of noise that, at times, teachers take long to diminish. It also restricts teachers' movement in the classrooms.

There is no adequate learning space and furniture in such classrooms. Teachers find it difficult to identify learners who have serious learning problems; and sometimes cannot recall all their names. In other instances, learners steal from one another. Earnest feedback in assessment (cf. paragraph 5.2.4) is not easy to practice in overcrowded classes.

5.2.4 Assessment

Numerous schools do not honour what is entailed by CAPS policy with regard to assessment. It is the responsibility of all teachers to submit their annual assessment programmes that SMT's must consolidate into the school assessment plan that all learners or parents must have in their possession within the first week of the first term in each academic year. This could be one of the reasons why parents are not participative and supportive in learning. Schools that do not do justice regarding this matter should carry part of the blame on learners' non-submission of formal tasks as well as the lack of parental support in learning.

Some schools do not have CAPS policy documents for Social Science. This leaves no doubt that learners in such schools are not sincerely assessed. It also leaves no hesitation to say that HoDs are also not doing justice to moderation and control of assessment tasks that learners have to complete. Overcrowding also has negative effects on assessment in the sense that too many scripts of learners must be fairly marked and returned promptly to learners so as to provide them with assessment feedback.

5.2.5 Curriculum coverage

In order to complete the curriculum content prescribed for Social Science, teachers have to rush; at times, with no regard for slower learners. There is a lot of work to be

covered in each school term within the given time which does not provide adequately for revision as well as to thoroughly prepare learners for their formal and informal assessments. Public holidays are not catered for, as well as time for the commemoration of some of the important dates.

Time-off and the industrial action that teachers engage in, subscribe to challenges that impede on curriculum coverage. Teachers participate in such activities during tuition time, as a result have to work quickly to complete the curriculum, and sometimes are unable to. Another factor is related to insufficient funds that the education department allocatesto schools. To curb this, fundraising activities are sometimes held during teaching time in schools which are unable to be held outside tuition time. Due to reasons such as these and others, teachers find it challenging to earnestly cover the prescribed topics; hence the failure to achieve curricular aims of Social Science.

5.2.6 Teacher workload

The workload of teachers varies from one school to another. Teachers find it difficult to deal with overcrowded classrooms (cf. paragraph 5.2.3). Schools that lose teachers on account of ill-health challenges, retirement or resignation, take time to get replacements. As a result of this, other teachers have to carry extra workload. Compared with what was happening during the OBE era, much of the paperwork has been reduced by CAPS; though teachers still feel that they have extra work in completing assessment programmes, work schedules as well as lesson preparations which, at times, are seen as unnecessary repetition. New Social Science teachers with no teaching experience thereof, no support from their respective HoDs and the district, find themselves having to carry the burden of learning what to teach (content) and how (subject didactics).

5.2.7 Learning and Teaching Support Material

There are lots of shortages of the LTSM for Social Science in schools which, beyond a shadow of doubt, hamper on the achievement of curricular aims. Teachers have too little or no materials at all, to support their lesson presentations. Classrooms, libraries and science laboratories are poorly equipped to nourish the teaching and learning of

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Social Sciences, this creates the perception that Social Science are a less important subject. Parents are made to pay for textbooks whichare lost by their children. In most instances, money paid to this effect is not used to replace them and, as a result,quantities of textbooks supplied to schoolsgradually diminish. Worn-out textbooks are also not replaced and it takes along time for schools to be granted top-ups to address shortages that have been identified. It is for these reasons and others that learners perform so poorly (cf. paragraph 4.5.2).

5.2.8 Learner discipline and parental support

Besides the fact that schools do not furnish learners and parents with schools' annual assessment programmes(cf. paragraph 5.2.4), teachers have various challenges that need parental involvement with regard to the discipline of learners in schools and home. Most learners do not take their school work seriously. Though it is good for parents to buy cellular phones for their children, it is equally their responsibility to maintain that such phones are properly used. The smoking of dagga by learners in schools, also poses a challenge. They are sometimes truant and leave their classes to satisfy their cravings. There is also gangsterism which would probably lead to dangerous weapons being brought to schools which threatens the safety of learners and teachers.

Sometimes teachers make classroom rules together with learners. They are not always adhered to and, at times, are destroyed by learners. The same is with educational pictures that should be kept in the classrooms. Parents meetings that are organised by schools do not get the support as one would expect. It is in such meetings whereby matters related to discipline as well as the encouragement of parents to be actively involved and supportive in the education of their children.

5.2.9 Academic qualifications to teach Social Science

It is important to have teachers who are academically qualified to effectively teach their respective subjects. Such teachers do not only master subject content, they also have knowledge of how to teach their subjects; they possess high levels of self-efficacy which eventually results in better performance by learners. This research study has found out that teachers for Social Sciences are not academically qualified to effectively teach it.

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In rare cases, they have specialised in one of the components of social sciences, that is, Geography of History; and in other instances, no specialisation at all. As a result of this, some of the prescribed topics are not fairly and well taught. At times, they are completely unattended to, as is the case with Grade 9 map work; it gives problems to a lot of teachers who did not attend CAPS training which lasted for only four days with no follow-up by means of subject cluster meetings and developmental workshops.

5.2.10 Pedagogical content knowledge of Social Science HoDs

It has also been established by this research study that most HoDs for Social Sciences do not have pedagogical content knowledge of this subject. All they do is monitor and control teachers' work which at times, is not fairly done. One would also wonder as to how they do it when teachers do not have CAPS policy documents for Social Science; how do they know if teachers are on the right track in terms of curricular content and standardised assessment. It also goes without saying that they are not able to support and assist teachers to solve problems that are related to the teaching and learning of Social Science. Subject meetings for Social Sciences are not regularly held in schools and, as a result, HoDs are not on par with challenges facing teachers. Minutes of meeting I perused do not indicate solutions to problems which teachers put forth.

5.2.11 Social Sciences as a specialisation subject in Higher Education Institutions

Higher Education Institutions in this district do not offer social sciences as a specialisation subject. This means that those who want to study to be academically qualified to teach Social Science will have to do so with HEI's in other districts or provinces. Some people do not like correspondence or long-distance studying. It is abundantly clear that Social Science teachers, who want to empower and develop themselves to effectively teach this subject, do not have the opportunity to do so. This also means that problems related to poor pedagogical content to teach Social Sciences will continue to exist. Future generations of Social Science teachers will also be encountering challenges related to poor didactical content knowledge and poor learner performance.

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5.2.12 The role of the district

The district has the moral obligation to support schools and teachers to make them more effective. More developmental workshops are needed for teachers who face challenges regarding subject content for Social Science and how best to teach it. The number of Social Science subject advisors should be increased so as to sustain teacher development and support. Funds that are allocated to schools are not enough for schools to meet their needs. Education support centres are not sufficient for the development of Social Science teachers who have not been to subject cluster meetings since the introduction of senior phase CAPS.

5.2.13 Integrated Quality Management System

For development and support purposes, IQMS does not help Social Science teachers. HoDs and, at time, peers (DSG's) do not have pedagogical content knowledge of this subject (cf. paragraph 5.2.10). From the responses I got from interviews, it is exercised only because teachers' salary progressions are related to it. In other words, IQMS is only practiced because its policy; the quality it is envisaged to produce, is not visible or tangible in a form of better performance by Social Science teachers and improvement on learners' results. It takes place annually as a once-off activity with no follow-up sessions to monitor processes of attaining its aim of improving teachers' performance in areas that need support.

5.2.14 Geography and history content

Teaching both components of Social Science is one of the notable challenges exposed by this research study. Social Science teachers have serious dilemmas with regard to the teaching of both Geography and History. Most teachers prefer to teach only one part of Social Sciences. They like Geography or History that they have specialised in and, as a result, tend to spend much of their teaching time on the subject that they know and understand better. There are also worse and frustrating situations whereby Social Science teachers do not have specialisationor teaching experience in neither Geography nor History. This is one of the reasons why learners' results are so poor (cf. paragraph 4.5.2).

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Time allocated for Social Science's volume of subject content is not enough for learners to comprehend by means of intensified lesson presentations, remedial work, assessment and feedback, as well as the revision of work prescribed for each school term. During the OBE epoch, the district organised Social Science content-oriented workshops that were held during Easter and winter school holidays, in which much emphasis was laid on mapwork and source-based activities. Social Science teachers have never been to workshops since the beginning of the implementation of CAPS.

5.2.15 Poor results of learners

Grade 9 learners sit for common assessment tasks as their end-of-year examination. These examinations, as perceived by teachers, are of a high standard for learners. One of the reasons for poor performance of learners could be the fast pace which teachers and learners have to keep up with in covering the curriculum (cf. paragraph 5.2.5). Another reason is that teachers do not have adequate subject content knowledge-base of geography and/or history (cf. paragraph 5.2.14).

Schools are not sufficiently equipped to successfully teach Social Science (cf. paragraph 5.2.7). On the other hand, learners' poor knowledge of LoLT contributes greatly to their poor results. At times, they do not even attempt to answer certain types of questions such as essays and other high order questions. Parents also subscribe to poor results of learners. They do not play their role in encouraging and helping their children to prepare themselves for their end-of-year examinations (cf. paragraph 5.2.8).

The district should be aware of this problem and, as a matter of urgency, put in place measures of addressing it. Neither isthere means like prenatal subject cluster meetings to prepare teachers for common examinations so that they could do the same with their learners, nor postnatal meetings to handout and discusses marking memoranda with teachers. There are also no study guides that Social Science teachers could use to groom learners to this effect.

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5.2.16 Lesson preparations

Social Science teachers who do not have, in their possession, CAPS policy documents and the National Protocol for Assessment do not prepare their lessons thoroughly as well as to apply assessment well. These are the primary documents and significant instruments for the proper implementation of CAPS and the application of amendments it effected on the NCS. Lack of resources like the LTSM, limit the precise preparation of lessons.

Social Science teachers who lack interest and passion to teach geography and/or history do not prepare well for the presentation of lessons. HoDs do not have adequate pedagogical content knowledge and, as a result, do not maintain that teachers thoroughly prepare their lessons. Learners who do not study at home, fail to link new lessons with what they should have as prior knowledge gained from previous lessons; hence their unpreparedness for new lesson presentations and poor comprehension of the LoLT.

5.2.17 Punctuality

One of the reasons why, at times, teachers have to rush to complete the curricular content is late coming which is observable in the mornings, after breaks, and when changing periods. Sometimes teachers find themselves late for the next period because of minutes that they spend in the previous period trying to finish or clarify what they think their learners did not understand well. This could result from the limited time allocated for Social Science.

In schools where learners change classes for each period, a lot of teaching time is wasted because there is no special time set aside for this action. For example, if periods are allocated for 30 minutes, about 3 to 7 or more of these minutes is wasted by learners who are going to the toilets or their friends in other classes. This happens oftenin schools in which teachers do not work as a team to eradicate this learner behaviour.

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Teachers, who do not have a keen interest to teach Geography and/or History, tend to arrive late for class the next period because of not being thoroughly prepared for their lesson presentations. Shortages of textbooks also impact negatively on teaching time in situations whereby learners have to leave their classes to borrow textbooks from other learners in other classes.

5.3   CONCLUDING ARGUMENTS AND RECOMMENDATIONS

Data collected by this research study interact much with problems stated in its chapter one (cf. paragraph 1.6). These problems were investigated into and all of them were identified through focus groups discussions, observations, the reading of documentary reports. Information gathered through these data collection techniques clearly sustain the statement that there are challenges and dilemmas that Social Science teachers are experiencing, and the negative impact they have on their teaching time which lead to poor academic performance of the learners. The fundamental research questions of this research study (cf. paragraph 1.7) were also answered by data collected, which ultimately brought me to the following conclusions and recommendations that are based on challenges mentioned by the problem statement hereto (cf. paragraph 1.6):

5.3.1 Concluding arguments

The following conclusions are based on the fundamental research questions of this study:

🞣   **What challenges and dilemmas do senior phase Social Science teachers experience at their school?**

Social Science teachers experience various challenges as pointed out in the forerunning discussions hereto (cf. paragraphs 4.3; 4.4 & 4.5). They cannot achieve curricular aims for Geography and/or History due to diversified reasons which, among others, include the following points:

- Poor content knowledge-base of Geography and/or History;
- Poor knowledge of LoLT by learners;
- Lack and shortages of the LTSM;

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- Overcrowding;
- Poor knowledge and application of various assessment techniques;
- The fast pace of curriculum coverage;
- Poor and/or non-existent support by HoDs and the district, and
- Poor learner results at the end of the GET band.

With these points in mind, one can undisputedly argue that all stakeholders should take the blame on the causes thereof. Teachers, HoDs, district, parents and learners, are not equal to their respective tasks and responsibilities in the effectuation of quality teaching and learning.

♣ Do Social Science teachers have adequate knowledge-base to effectively teach geography and history?

No, teachers do not have sufficient curricular knowledge to effectively teach Social Science. Some are good at teaching Geography or History, while others do not have it at all due to a limited number of teachers in schools. Some teachers find themselves in situations where they have to teach Social Science without prior teaching experience and/or relevant academic qualifications. Others started teaching Social Science after the official launching of CAPS; as a result, did not attend the training sessions thereof and also have not been to any sort of workshops that are related to their development and empowerment.

♣ Are developmental workshops for teachers, offered by the district, sufficient?

Senior phase Social Science teachers have never been to developmental workshops since the ushering in of CAPS. This obviously leaves them with lots of uncertainties with regard to the teaching and learning of this subject which directly contributes towards poor learner performance. It also made matters worse for those who started teaching this subject when CAPS training was already done. It is true that they did attend CAPS training for other subjects that they were teaching at that point in time; which is of little help for effective teaching and learning of Social Science.

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With the little that Social Science teachers have to enable them to achieve curricular aims and objectives, one would realise that the end-of-year results slightly improved from 2014 to 2015 (cf. line-graph 4.1). This creates the premise that teachers would have performed better if they were supported and developed.

🞣 **The effect ofchallenges and dilemmas that impede on the application the amendments of CAPS.**

Findings of this research study revealed that some teachers do not have Social Science CAPS documents and other important documents such as the National Protocol for Assessment, as well as lesson planning templates. This in itself is a serious challenge that hinders proper application of amendments to the NCS by CAPS. Recommendations in the subsequent discussions hereto provide suggestions on how such challenges could be alleviated.

🞣 **Are schools adequately equipped to teachSocial Science?**

Evidence collected by this study upholds the point that schools are not sufficiently equipped to teach Social Science. There is a lack of teaching and learning aids. Textbooks are limited and inadequate; as a result, learners have to share them. Laboratories and computer centres (where available) do not provide for the teaching and learning of this subject. For these reasons and others, teachers are not able to thoroughly prepare their lesson presentations, hence poor learner performance.

5.3.2 Recommendations

Based on the fundamental research questions and challenges listed in the problem statement of this study (cf. paragraph 1.6), the following recommendations are put forth for consideration in an attempt to suggest measures of how best they could be mollified:

- **Teacher development and support**

To address challenges related to development, the district should play a leading role by deploying more senior phase Social Science advisors to bridge the gap between CAPS trained and untrained teachers. This endeavour may also suffice for follow-up subject

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cluster meetings that teachers have not been to since the introduction of CAPS. It will also be of great benefit to attend to inadequate pedagogical content knowledge of Social Science teachers for Geography and/or History. In collaboration with the HEI's that offer teacher education, the district should promote and encourage self-development of teachers by making available, Social Science as a specialisation subject for both part-time and full-time higher education students. Again, this effort may also assist teachers in how to effectively teach Social Science, as well as how best they can attain curricular aims of CAPS and the application of teaching methods. It would also help teachers in properly and effectively practicing assessment techniques which may improve learner performance.

- **Curriculum coverage**

To curb problems that are concomitant to the fast pace of the curriculum coverage, time allocated and quantity of subject content prescribed should be reviewed. Teachers do not have enough time to satisfactorily cover the curriculum by intensively doing remedial work, assessing learners, providing sincere feedback, doing revision, as well as ample chance to prepare learners for the end-of-year examinations; curricular content for the fourth term should be reduced to this effect. Over and above, teachers and learners must be on time for lessons. In situations, whereby learners move from one class to another, as periods change, time for this arrangement should be set aside to secure tuition or contact time. Teachers should jointly regulate this movement to ensure that learners are on time for respective lessons.

Policies that administer unionism in the education sector should be reviewed to protect children's right to basic education. Time-offs and industrial actions called by teachers' unions during teaching time deprive learners of their opportunity to learn. It will be best that such activities happen after working hours and/or Saturdays because they also impact negatively on curriculum coverage. Punitive measures should be taken against transgressors.

- **Monitoring, control and support by HoDs**

Social Sciences is a cluster on its own because it is composed of two subjects which are geography and history; hence it is advisable that it should not be clustered with other school subjects, so as to maintain quality monitoring, control and support of its teachers by HoDs who are quite conversant with its pedagogical content knowledge they gained through their teaching experiences and/or have relevant academic qualifications.

- **Overcrowding**

Overcrowding does not only subscribe to shortages of textbooks and limited learning space; it also warrants excessive workload for to maintain order, marking of too many scripts and preparing and distributing material that has been photocopied. The education department should identify schools that encounter overcrowding and supply them with more classrooms, furniture, LTSM and teachers. The teacher-learners ratio should not only be documented; it should be practiced.

- **The Learning and Teaching Support Materials**

Schools should be provided with adequate LTSM to effectuate the teaching and learning of Social Sciences. The DBE should also assist schools in establishing their own social science centres in which other teaching and learning materials would be safely kept. This could include library books like encyclopedias, atlases, large wall maps and pictures, globes, projectors and screens for audio-visual aids. Money paid by parents for textbooks lost by their children should be strictly used to replace them to eliminate shortages thereof.

- **Learner discipline and parental support**

Learner discipline and parental support in learning need to be given undivided attention. The DBE should use all its powers to assist in this regard. Schools cannot maintain learner discipline without parental involvement and other stakeholders. The means of media such as newspapers, radios and television, should be utilised to curb related challenges. Through these methods of communicating with the public, learners

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and parents could be made aware of ethical issues that can make schools be more successful. Moral values such as respect for others and their belongings, fairness, loving others and caring for school property and punctuality should be encouraged. These media means should be vocal about:

- the importance of why learners should attend schools;
- arriving on time in the mornings and at the end of breaks;
- honouring and fairly completing formal assessment tasks;
- acceptable usages of cellular phones; and
- being in proper school uniform.

Programmes on these values should be broadcasted during convenient times such as evening meals when families are gathered. Billboards and other advertising tools should be used to promote these scholastic values as much as it is done with epidemic diseases like HIV/AIDS and tuberculosis. In churches, shopping complexes and malls, political party meetings and conferences, civil organisations gatherings, communication should be made in this regard. School subjects like Life Orientation should provide much content on these values for all grades in the senior phase.

It also came to my realisation that some schools and their SGB's are not aware of the amendment to the SASA with regard to random search, confiscation and testing of drugs at schools. The insertion (Section 8A, Act 84 of 1996), as stated in the Education Law Amendment Bill (Gazette No. 30107 of 2007), vividly defines measures on how to deal with learners who smoke dagga and other drugs in schools, Section 8A (8)(9)(10)(11)(12)(13)(14); as well as for gangsters who bring dangerous weapons to schools, Section 8A (1)(2)(3)(4)(5)(6)(7). These means should be used to address such problems; and those who are responsible for the training of SGB's should do justice to this effect.

- **Integrated Quality Management System**

IQMS leaves much to be desired with regard to what is envisaged. It does not assist in promoting and maintaining quality performance in teaching and learning of Social Sciences. It is seen by teachers as an annual once-off routine with no follow-up

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sessions to monitor progress and improvement on teachers' performance. Against this background, IQMS needs to be reconsidered. Among other reconsiderations, the district should deploy external monitors to ensure quality implementation of the IQMS by regulating scores as well as to develop teachers in order improve their performance. It should continually happen by means of follow-up mechanisms; over and above, the evaluation thereof should not be attached to salary progressions of teachers and SMT members.

5.4   LIMITATIONS OF THE RESEARCH STUDY

This research study took place in Lejweleputswa district whereby six secondary schools were sampled and participated to gather data. These schools are situated in six different towns of this district. It is only in these schools where I conducted focus group discussions with Social Science teachers, read documentary reports as well as to do observations. I chose towns that are closer to my vicinity to minimise travelling costs and driving long distances. Another limitation is that only 16 Social Science teachers took part in six different focus groups which consisted of three to four members (interviewees). Regarding the reading of documentary reports, only minutes of subject meetings and end-of-year results were accessed. The reader hereto, will recall what I highlighted with regard to scarcity of Social Science subject meetings in all sampled schools (cf. paragraph 4.6.1). Another limitation was with regard to observations. Some participants refused to be class-visited, as well as to take photos in some schools.

This research study is qualitative in design and, as a result, its findings cannot be generalised to the population of this study; instead, they can be transferred to other schools with similar contexts and/or experiences (cf. paragraph 5.2). This is because of a limited number of participants as well as schools that were used for data collection of this research study.

5.5   RECOMMENDATIONS FOR FURTHER STUDIES

Based on the limitations of this research study (cf. paragraph 5.4), further studies may be undertaken. The fundamental research aim of this study was to identify challenges

and dilemmas that are facing senior phase Social Science teachers only in this district. This can also be researched in other districts including Lejweleputswa. Though the scope of operation for data collection was limited, this research study achieved its aim and, as a result, created opportunities for further inquiry into areas it explored and/or related ones which it did not investigate into. For example, intermediate phase (Grades 4-6) and FET (Grades 10-12) which offer Geography and History, did not take part in this research study; hence a warranty for further research studies in these phases. Research studies similar to this one can also be conducted in other curricular subjects. Only Grades 8 & 9 Social Science teachers participated in the focus groups discussions, and no subject advisor, SMT member or a learner took part; further studies could involve them in an attempt to get a deeper understanding and to make further recommendations on challenges revealed in this research study.

In order to generate similar or related findings that can be generalised to the larger population of this research study (cf. paragraph 5.2), quantitative research studies can also be conducted in other ways to collect information from a larger number of participants.

5.6   CONCLUSION

The introduction of CAPS, like other previously practiced curriculum designs, encounter challenges concomitant to its implementation and practice. Though CAPS is seen as more streamlined and friendlier to strengthen teaching and learning in a simpler way, there still are challenges and dilemmas that hamper its effectuation. Some of these challenges are perennial. For example, overcrowding in classrooms has been going on for many years; and that not much has been done thus far to address this matter. During OBE, Social Science teachers faced challenges regarding the teaching of both Geography and History. CAPS achieved its aim of making the teaching and learning of Social Science easier by clearly separating its components; but nothing more was done to ensure the attainment of curricular aims stipulated in its policy document.

Social Science teachers are cheerful about changes that CAPS effected on its curriculum. They hold the view that quality performance and results can be produced if

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they get adequate support and opportunities for their self-empowerment as well as resources for effective teaching and learning of Social Science; over and above, creation of conducive environments in schools for effective curricular practices of CAPS.

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APPENDICES

APPENDIX A

Central University of
Technology, Free State

Faculty of Humanities
Private Bag X 20359
Bloemfontein
9300
SOUTH AFRICA

24th February, 2015

STATEMENT OF ETHICAL APPROVAL

Applicant: *Mopeli, N.A*

Department: *Curriculum studies*

Title of Project: *Curriculum and Assessment Policy Statement: Challenges and Dilemmas facing Senior Phase Social Science Teachers in Lejweleputswa District*

Supervisor: *Dr Chopo J. Teleki*

The Faculty Research & Innovation Committee (FRIC) herein called the committee, has reviewed and discussed your application to conduct the above mentioned research in the department of *Curriculum studies* with yourself as the Principal investigator. This project has been considered and has been approved by this committee on 24 February 2015

In approving the research project the committee places the responsibility on the supervisor to monitor the research process and to ensure that the applicant abides by the standards of behaviour our society accepts as morally good. The committee also expects be informed about the progress of the study in terms of any revision in the protocol and respondents information/informed consent and may ask to be provided with a copy of the final report.

Signed for and on behalf of FRIC......

Central University of
Technology, Free State

www.cut.ac.za

Prof. Mike Mhlolo (PhD) Mathematics Educ (Wits)
Faculty Research Manager & FRC Chairperson

Faculty of Humanities

Tel: +27 51 507 4027 | Cell: +27 82 696 0829 |

E-mail: mmhlolo@cut.ac.za or mikemhlolo@yahoo.com

Central University of Technology, Free State (CUT)
Private Bag X20539, Bloemfontein, 9300, South Africa

10 YEARS
AT A UNIVERSITY
OF TECHNOLOGY

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APPENDIX B

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

Reference: MOPELI NTHOTA ATTWELL
Student No. 208027271   09 May 2016

REQUEST TO CONDUCT RESEARCH IN LEJWELEPUTSWA DISTRICT

I hereby request you to allow Mr. *Nthota Attwell Mopeli* to conduct research at schools in Lejweleputswa District of Education. Mr. Mopeli is a registered Masters student in the Faculty of Education for the academic year 2016 at the Central University of Technology, Free State where he researches issues pertaining to Curriculum and Assessment Policy Statement (CAPS) at secondary schools. His research topic is: *Curriculum and Assessment Policy Statement (CAPS): Challenges and Dilemmas facing Senior Phase Social Sciences Teachers in Lejweleputswa District in the Free State Province.*

The purpose of this study is to investigate the challenges and dilemmas facing senior Phase Social Sciences Teachers in Lejweleputswa secondary schools. He intends holding focus group discussions at 10 different secondary schools in the Townships in Lejweleputswa district of education. At these schools he will focus only on the senior phase social sciences teachers whom he thinks have direct experience of the problem he is enquiring into. Since the number of teachers teaching the senior phase social sciences differ from school to school; at each school there will be 2-5 teachers who will form a group with whom he will carry out discussions. In other words he shall be discussing with ten groups (focus groups) which are constituted by 2-5 teachers.

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Their participation will help him to collect data needed for this research project. If need be, Mr. Mopeli will request access to official documents such as the log book, social science subject minutes and the documents in which the challenges and dilemmas of CAPS are recorded etc. He will also take photos in the process of collecting data. The following ethical principles of research will be observed: **voluntary participation, informed consent, safety in participation, privacy, respect of human dignity, confidentiality, anonymity** and **trust**.

Your cooperation in this regard is highly appreciated.

....
Dr Chopo J. Teleki (Senior Lecturer)   Mr. Nthota A. Mopeli (student)

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APPENDIX C

QUESTIONS TO PARTICIPANTS

1. What are the reasons teachers and learners do not achieve the aims and objectives of Geography and/or History as stated in the policy document of these subjects?

2. Which challenges do you encounter in making proper choices and application of teaching and learning methods?

3. How does overcrowding in classes affect your planning and presentation of Geography and/or History lessons?

4. Which assessment challenges do you experience as senior phase Social Sciences teachers?

5. Why would you say it is impossible to complete the stated CAPS topics, and to do revision as well as earnestly provide assessment feedback to learners within the prescribed time-frames?

6. Newspapers and various scholars hold the view that teachers have an excessive workload which consumes their teaching time. As Social Sciences teachers, what do you make of this statement?

7. Which resources and Learning and Teaching Support Materials do you need for the effective teaching and learning of Social Sciences at your school?

8. How do learners' behaviour and the unwillingness of parents to support teachers affect the effectiveness of learning and teaching?

APPENDIX C

9. How important do you think it is to have academically qualified senior phase Social Sciences teachers?

10. How does the situation whereby the Social Sciences Heads of Department in your school do not have basic pedagogical content knowledge of Geography and/or History and experience of teaching these subjects affect you with regard to your development, support and empowerment?

11. How does the non-existence of Social Sciences as a specialisation subject in Higher Education Institutions of this district affect the teaching and learning of this subject?

12. What do you think the district should do in order to develop and support social sciences teachers to enable them to teach effectively and efficiently?

13. Why would you say that the Integrated Quality Management System does not effectively assist in developing Social Sciences teachers as well achieving its aims?

14. What challenges do you experience regarding the content of Geography and/or History?

15. What are the reasons for the learners to perform poorly at the end of the General Education and Training Band?

APPENDIX D

education
Department of
Education
FREE STATE PROVINCE

Mr NA Mopeli
2 Uys Street
Rheeder Park
Welkom, 9459

072 9729 609

Dear Mr Mopeli

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

   Research Topic: Curriculum and Assessment Policy Statement (CAPS): Challenges and Dilemmas facing Senior Phase Social Sciences Teachers in Lejweleputswa District in the Free State Province.

   Approval is herewith granted to conduct research in Daluvuyo, Icoseng, Kweetsa, SA Mokgothu, Tataiso and Tikwe Primary Schools and Bahale, Iphateleng, Ithabeleng, Kheleng, LA Wesi, Lebogang, Lephola, Mamello, Meloding, Mosala, Rearabetswe and Seqhobong Secondary Schools in Lejweleputswa District.

   Target Population: Grade 7 – 9 Social Science teachers.

2. **Period of research**: From the date of signature of this letter until 30 September 2016. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year.

3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.

4. The approval is subject to the following conditions:

   4.1 The collection of data should not interfere with the normal tuition time or teaching process.

   4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.

   4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.

   4.4 The attached ethics documents must be adheared to in the discourse of your study in our department.

5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 22/7/16

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APPENDIX E

Enquiries: BM Kitching
Ref: Notification of research: NA Mopeli
Tel. 051 404 9221 / 082 252 1519
Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

education
Department of
Education
FREE STATE PROVINCE

The Acting District Director

Lejweleputswa District

Dear Sir/Madam

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY NA MOPELI

1. The abovementioned candidate was granted permission to conduct research in your district as follows:

   Topic: Curriculum and Assessment Policy Statement (CAPS): Challenges and Dilemmas facing Senior Phase Social Sciences Teachers in Lejweleputswa District in the Free State Province.

   Schools involved: Daluvuyo, Icoseng, Kweetsa, SA Mokgothu, Tataiso and Tikwe Primary Schools and Bahale, Iphateleng, Ithabeleng, Kheleng, LA Wesi, Lebogang, Lephola, Mamello, Meloding, Mosala, Rearabetswe and Seqhobong Secondary Schools

   Target Population: Grade 7 – 9 Social Science teachers.

   Period: From the date of signature of this letter until 30 September 2016. Please note the department does not allow any research to be conducted during the fourth term / academic quarter of the year.

2. **Research benefits:** The research study seeks to inform policy-makers of the Department of Education about problems that teachers are faced with so as to effect changes and amendments to the policies if it is necessary to do so.

3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.

4. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely

DR JEM SEKOLANYANE

CFO

DATE: 22/07/2016

RESEARCH APPLICATION MOPELI NA NOTIFICATION LEJWELEPUTSWA JULY 2016.DOC
Strategic Planning, Research & Policy Directorate
Private Bag X20565, Bloemfontein, 9300 · Old CNA Building, Room 318, 3rd Floor, Charlotte Mexeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221   Fax: (086) 6678 678

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APPENDIX F

<div style="text-align:right">

2 Uys Street

Rheederpark

Welkom

9459

12 June 2016

nthotain@gmail.co
</div>

The Principal

....

....

....

Dear Sir/Madam

I, Nthota Atwell Mopeli, a registered Magister Educationis student for the academic year 2016 at the Central University of Technology, Welkom Campus, hereby wish to humbly request you to allow me to conduct curriculum studies research at your school in accordance with the instruction of the Department of Education. I am intending to investigate the challenges and dilemmas facing the senior phase social sciences teachers.

I therefore request you to allow me to hold discussions with the senior phase social sciences teachers who will constitute a focus group. I would like to point out upfront that the purpose of the focus group is not to debate, resolve conflict or even to have an educational session; but to *highlight the challenges each member of the group experiences in the teaching and learning situation*. I also request to be allowed to read the minutes of the meetings of Geography and History as well as to observe teaching and learning in the Geography and History classes.

Be also informed that I will consider the research ethics such as telling the teachers about the procedures that will be followed; the respect of the members of the focus group; not to disclose their names and that of their school; upholding democratic values and principles; not forcing them to take part in the discussions. I will also tell them that the challenges that may be identified regarding the new curriculum (CAPS) are the challenges that are facing all of us. As a result of this, all of us as teachers who teach Geography and History must bring to the surface causes of such challenges and dilemmas with the aim of eradicating them. Secondly, I believe that our endeavour will perhaps come up with ways and means of assisting us and learners to produce positive and desirable results in Geography and History.

Your cooperation in this regard is highly appreciated.

Kind regards

Nthota A. Mopeli: .... Dr Chopo J. Teleki: ....

Cell: **0824713870/0729729609**

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APPENDIX G

To whom it may concern

I, Deborah Louise Green with I.D Number 6606030085086 declare that I am a teacher at St Dominics College Preschool.

I have proofread the Med Dissertation namely: Curriculum and Assessment Policy Statement (CAPS): Challenges and Dilemmas facing Senior Phase Social Sciences In Lejweleputswa District in the Free State Province. Written by Nthota Attwell Mopeli 208027271.

The cost to proofread a dissertation is R2500.00.

My bank details are as follows:

ABSA Bank Welkom

Account Number 38188130205

Branch Code 632005

Thankyou

Debbie Green

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