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Exploring Teacher Educators' Experiences of Using The Tablet For Pedagogical Practices

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Abstract

For the global south, technology integration in education at all levels is still a challenge. Countries look to higher education institutes (HEI) to break the cycle by producing integration literate teachers from their teacher education departments. Through a community of practice (CoP) framework, a mixed method, explanatory case study design was used to collect data from 10 teacher educators in two phases. All participants responded to a questionnaire on tablet integration in the first phase and in the second, a subset of five responded to semi-structured interviews, to explore teacher educators' experiences of using the tablet with pre-service teachers (PST) at one university in South Africa, to meet three key elements, professional development, inculcating content, and modelling integration to PSTs. Qualitative data was analysed thematically and SPSS was used for quantitative data. Results indicated that educators used a variety of applications for content building to complement their didactic practices with the tablet daily as it proved to widen and support teaching and learning. A chi-square test determined a correlation between professional development and use of different applications on the tablet for pedagogical integration. The community of practice approach enriched educators' growth and efficacy in the tool through scheduled periodical workshops. Educators indicated a high usability of the tablet because of its portability and intuitive touch screen features. However, they highlighted the need for the University to avail frequent and targeted trainings on the use of the tablet for educators to increase professional development. PSTs to be availed tablets for use during training though they remain university property to enhance their efficacy and love for the tool as a precursor to adoption on teaching practice and in the world of work.

Keywords: Tablet, professional development, community of practice, ICT integration, modelling

The State of Inclusive Education in South Africa: An Assessment of Teacher Perceptions and Knowledge.

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Abstract

Ever since South Africa (SA) became a signatory to the Salamanca Framework in 1994, it has made commendable strides in making inclusive education a reality for students with special needs who were traditionally marginalized. For example, in 2001, SA introduced the Inclusive

Education Policy which called for children who are school aged who experience barriers to learning including those with special needs to have reasonable and equitable access to quality, free primary and secondary education in the communities they reside. Despite this progress to guarantee inclusive education for learners with special learning needs, the promise is yet to be realized (Human Rights Watch, 2019). For example, a report by the SA government revealed that in 2018, more than 600 000 learners with special needs were out of school with some of them having never attended school. Researchers believe that this statistic underestimates the actual number of learners with special needs who are out of school in SA. Considering these disappointing outcomes, it is important for researchers to explore the variables that may influence or facilitate the successful implementation of inclusive education. This presentation discusses the results of a study that examined the knowledge level and the extent to which teachers in SA are prepared in inclusive education. Recommendations for policy makers and future researchers will also be discussed.

Keywords: Inclusive education, students with special needs, South Africa

Understanding Attention Deficiency Hyperactivity Disorder (ADHD) and incorporating intervention strategies to support learners with the condition

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Abstract

In a country like South Africa, many learners are wrongly diagnosed especially in schools. The only disabilities recognised are physical disabilities. Learners with conditions such Attention Hyperactivity Disorder (ADHD) are lightly referred to as disruptive and unruly and nothing is done about that. Such learners are more likely to exhibit signs of sensory processing impairment that can result into uneasiness and are easily distracted. Teachers because of the lack of understanding and skills in dealing with learners with this condition tend to ignore or punish these learners for misbehaviour. This paper is a desktop paper, and it focusses on unpacking what ADHD is, the intervention strategies in the curriculum and behavioural management strategies that can prevent disruptive behaviour in learners from early childhood to the age of twelve. It explores literature review from surveys, reports and published material. The results reveal that teachers struggle with these learners and tend to associate this condition with misbehaviour and punish them instead of supporting them. The recommendation is that teachers ought to understand ADHD to be able to support them their learning.

Keywords: Attention Hyperactivity Disorder (ADHD), Behavioural disorder, Support Needs Assessment (SNA), White Paper 6

Adopting Culturally Responsive Pedagogy to improve learner performances in diverse classrooms in South Africa

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Abstract

After 1994, the cultural composition in South African schools changed dramatically when discriminatory laws preventing learners from attending schools of their choice were removed, and learners from different groups could sit next to one another in the same class and be exposed to the same teaching and learning opportunities. This move raised particular challenges for schools and teachers in providing and catering to the particular educational needs of all learners, not only those that fit well into the dominant culture of the school. Hence, this paper postulated that the solution to the abovementioned challenges could be adopting an approach that can guide schools to embrace cultural diversity in all its facets. The paper proposed Culturally Responsive Pedagogy as a more suitable response to the educational challenges of all learners. Culturally responsive pedagogy is a student-centered approach to teaching that includes cultural references and recognizes the importance of students' cultural backgrounds and experiences in all aspects of learning. The study adopted a qualitative approach using one-on-one in-depth interviews. Participants were 30 teachers and 52 learners from Tshwane North in Gauteng. A purposive sampling technique was used to select participants. Interviews were recorded and transcribed verbatim. Thematic analysis was used to guide data analysis. All ethical issues were adhered to. Findings revealed that when the cultural backgrounds of learners are not acknowledged and recognized, learners should assimilate into the dominant culture of the school. Some learners dropped out of school, while others performed badly. Teachers confessed that they don't acknowledge all the cultures in their classrooms. It was recommended that teachers should be trained to be culturally responsive during their in-service training.

Keywords: diversity, culture, culturally responsive pedagogy

Environmental, Social and Governance inclusion in teaching and learning in schools; A Case of Economics and Management Sciences in Schools in South Africa

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Sustainable development has become a global concern which led to the formation of sustainable development global goals (SDGs) aimed at ending poverty, protecting the planet, and ensuring that people have peace and prosperity by the year 2030. One point of departure is integrating responsible management in the curriculum in schools. For this to be achieved, it is important to understand the status at schools, and the progress made thereof. This study

therefore aimed at exploring the extent of integration of sustainability aspects in the Economics and Management high school curriculum, from the point of view of student teachers. Using a qualitative survey, purposive sampling was done where open-ended questionnaires were completed by 55 student teachers, after observations made at schools during their teaching practice. The study found out that aspects related to social integration in the curriculum were observed to be included in the curriculum as opposed to environmental aspects. It is recommended that integration of environmental, social and governance aspects to be done, and therefore this requires changes in policy by the department of basic education.

Keywords: Sustainable Development Goals, environment, Economics and Management Sciences, policymakers

Teachers' beliefs and attitudes as enabling factors for the implementation of Lesotho Inclusive Education Policy 2018

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Abstract

Inclusive education policies are demanding, and working in the classroom with diverse learners is a big challenge. To transform traditional schools into inclusive ones poses challenges for teachers. Teachers' beliefs and attitudes towards inclusive education contribute to the efficiency of changes in schools. Lack of teachers' beliefs and positive attitudes may create unfavourable working conditions for inclusive education policies in schools. Research shows that implementation of inclusive education policies often overlooks teachers' beliefs and attitudes yet these are important dispositions for facilitating inclusive education policies. By using purposive sampling, the paper used focus group discussion with 9 teachers and 1 special education manager to understand the beliefs and attitudes that teachers have regarding the implementation of Lesotho Inclusive Education Policy 2018. To analyse data, the study used thematic analysis informed by research questions to derive themes and trends that emerged from the teachers' beliefs and attitudes. The paper used Florian and Black-Hawkins's Inclusive Pedagogy to inform teachers' beliefs and attitudes within the framework of the interpretivist paradigm and the qualitative case study design targeting one regular secondary school in Lesotho. The Inclusive Pedagogy highlights lack of teachers' positive attitudes towards and beliefs in the policy. As thus, this affects the implementation of the policy. Their beliefs and attitudes do not align with Florian Inclusive Pedagogy which was used as the theoretical framework for this paper. This resulted from a number of factors such as lack of resources, consultation and their minimal involvement in the development of the policy. The paper concludes that successful implementation of inclusive education depends on teachers' attitudes and when teachers have understanding of what inclusive education is, this influences their perceptions and attitudes in decision making.

Keywords: Policy implementation, Teachers, Beliefs, Attitudes, Lesotho

Developing cultural identity through oral storytelling

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Abstract

Storytelling was one major way of preserving people's ideology, history, and culture, and thus, served to transmit knowledge and valuable information from one generation to the next. Research has shown that documented literature and technology have not been effective in preserving African culture, and oral storytelling, as a way of preserving culture, is fading, thus, causing a disruption in cultural identity. The main objective of this paper was to explore ways by which cultural identity can be restored through oral storytelling. Vygotsky's Sociocultural Theory, which advocates that learning, as a social interactive process, takes place through social interaction with more skilled people, underpinned this paper. Entrenched in an interpretive paradigm, qualitative methods, and a case study design were used to gather data from 16 conveniently nominated grade 10 English First Additional Language educators through semi-structured interviews. Data, which were thematically analysed, exposed that oral storytelling is gradually fading in schools. Also, families no longer engage in oral storytelling because mobile technologies like WhatsApp, Facebook, Twitter, Instagram, Tiktok, etc. have disrupted communication among people. Thus, children in the modern era are culturally disrupted because cultural values were transmitted through oral storytelling. The author recommends that for cultural identity and continuity, schools should develop cultural activities, with parental involvement. The Department of Education should consider inclusion of parental involvement in the language curriculum to facilitate oral storytelling for the preservation of culture.

Keywords: Cultural identity, cultural values, oral storytelling, valuable information.

Explore Life Orientation Teachers' Cooperative learning approach to promote self-directed learning

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Purpose: The purpose of this study is to explore Life orientation teachers' cooperative learning approach to promote self-directed. Transformation of the education system, not only in South Africa but the world over, has brought with itself myriads of obligations that teachers must carry out, which include among others, the implementation of various teaching and learning strategies. The need and purpose that the 21st-century learners pose to today's teaching and

learning environment for learners to develop as effective self-directed, cooperative, lifelong learners, the teaching and learning strategies should constantly be adjusted and transformed to be relevant in today's era. Teacher-centred instruction is still prevalent at schools but does not adequately prepare learners to become independent, self-directed learners and productive citizens as demanded in the 21st century.

Methodology: A phenomenology and interpretivism qualitative research design was adopted, which explored the participants' lived experiences in everyday situations and relations (Maree 2016). This study focused on seven selected secondary schools in the Pixley Ka Seme District of the Northern Cape Province, South Africa. Purposive sampling was employed. Data collection included face-to-face semi-structured interviews and non-participatory observation. We employed thematic analysis to analyse this qualitative data inductively based on categories and sub-categories that emerged as the data was being analysed

Results/Findings: Findings revealed that by the implementation of a cooperative learning approach, learners can be enhanced in self-directed learning, independent learning and become responsible for their own learning when exposed to cooperative learning environments.

Recommendations: It can be concluded that learners' self-directedness can be enhanced when exposed to a cooperative learning environment. This strategy pose a fertile environment to develop 21st century skills that learners will acquire to be productive citizens in the global world.

Keywords: cooperative learning, self-directed learning, learner-centred approach, teaching strategy

Police officers' perceptions of their role in the well-being of orphans and vulnerable learners in Lesotho rural schools: Implications for school-police partnership

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Abstract

Loss of parents due to HIV and AIDS and recently COVID-related issues, and lack of access to basic services, including digital amenities are just a few of the difficulties that orphaned and vulnerable face day-to-to-day. As a result, they are predisposed to criminal activities and are victims of crime at schools and their respective homes. This necessitates collaboration between all stakeholders to address the challenges of OVC holistically. The purpose of this study was to conduct an in-depth analysis of the police perceptions about their roles in the well-being of OVC in Lesotho rural schools. Couched within an asset-based theory and employing a qualitative interpretive paradigm, teachers and police officers were purposively and conveniently selected to participate in the study. Focus group discussion was used to generate data from the participants. All focus group sessions were audio-recorded and transcribed. A

thematic analysis was conducted to determine the emerging themes. The findings of the study revealed that a partnership exists between schools and police though there are no clear guidelines on how it works to promote the well-being of OVC. The study further uncovered that some of the strategies that can be employed to strengthen school-police partnerships include, effective communication, training, recreational activities for OVC and the establishment of a police unit responsible for schools. The study is beneficial to vulnerable learners in terms of crime prevention and safety. It could also assist the schools and police with appropriate strategies for strengthening the current partnership to improve the well-being of OVC. The study concludes that the existing partnership be strengthened and sustained to enhance the holistic well-being of all school-going learners, particularly OVC.

Keywords: asset-based approach, rural school, police partnerships, vulnerable learners, well-being

The influence of stakeholder's collaboration in promoting sustainable leadership in rural secondary school in the Eastern Cape Province in South Africa

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Abstract

Although stakeholders' collaboration revealed gains such as acquired knowledge, team development, and the smooth running of the schools in deprived contexts, there are still some gaps on how sustainable leadership can be promoted through stakeholder collaboration. The author reports on the findings of a project that was conducted for three years (2019 -2021) in one rural secondary school in the Eastern Cape province. Collaborative leadership theory using a transformative paradigm was adopted. Participatory Action Research (PAR) with purposively selected participants from one rural secondary school in the Eastern Cape, South Africa, was employed. Participants in this study were a principal, the head of department, a teacher in the school management team, a post-level one teacher, four learners, a parent in the school governing body, a parent who has an interest in the development of the school from the same community, one support staff member, and the headman or councillor. Data was gathered through recording and was manually analysed, and the theme emerged. Findings revealed that stakeholder collaboration has a great influence on sustainable leadership in that rural secondary school. Through stakeholder collaboration, everyone felt valuable and wanted to contribute to the development of the school. The transparency on who and how aspects of the school were done allows all stakeholders to own the decisions made by the school management. The study recommends that the same study be conducted in multiple schools.

Keywords: Collaboration, rural secondary school, stakeholders, sustainable leadership

The role of ICT integration on primary school learners' cognition: A rural education perspective

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Abstract

Using a blend of cognitivism and the TPACK theories as a lens, this paper presents the various ways through which ICT integration in teaching and learning contributes and facilitates understanding of content in rural primary school learners. ICT plays a significant role in changing how teachers teach and how learners learn. Generally, schools in rural contexts have contextual challenges which include the lack of physical infrastructure, few computers, if any but lack programs and internet connection. There are also challenges of teachers not acquainted with the use of ICT for teaching and learning. However, in an ICT enabled curriculum, ICTs have the potential to transform, accelerate, augment, and deepen skills to improve understanding of subject matter for learners. There is a general consensus among practitioners and academicians that ICT integration in education provides a largely positive impact on the learning environment. The study was approached from an interpretivist perspective employing a qualitative methodology. A case study design using qualitative data obtained from primary school teachers of various subjects. Data were obtained from three rural primary schools where six teachers participated in the study. Data were analysed using thematic analysis. The findings revealed that integrating ICT into teaching and learning significantly enhances cognition in learners, thereby improving learners' academic outcomes. The study suggests the provision of ICT enabled education into rural primary schools to contribute to the improvement of cognitive development of learners.

Keywords: ICT integration, cognition, rural schools, curriculum.

“We are overwhelmed” – Voices of teachers on learner disruptive behaviour.

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Abstract

Learner disruptive behaviour is a persistent challenge and affects teaching and learning. Teachers seem to be at wits end and have limited skills and strategies in handling disruptive learners. This study aimed to investigate the notion behind the persistent learner disruptive behaviour in Buffalo City Metropolitan District selected primary schools. The Social learning theory was used as lenses. This study was underpinned by interpretivist paradigm and utilised a qualitative approach and phenomenology as a research design. Data was collected through semi-structured and focus group interviews with ten purposively selected participants for semi-structured interviews and five for focus group interviews. The findings of this study revealed that lack of classroom routines, improper planning, inconsistency in implementing classroom rules, and teachers' lack of control of their classrooms to be the major contributing factors of persistent learner disruptive behaviour in the Buffalo City Metropolitan District schools and

learners from child-headed homes appear to be more disruptive than others. In mitigating learner disruptive behaviour, participants suggested that the school management team and School Governing Body consistently implement the school learner code of conduct and promote parental involvement in dealing with learner disruptive behaviour.

Keywords: Disruptive behaviour, behaviour, discipline, code of conduct

Enhancing school leadership during changing times: Case Studies from South African Secondary Schools

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Abstract

It is a daunting task to explain the role of principals in the context of ever-evolving policies, responsibilities, expectations, and curriculum imperatives. Changes have a strong bearing on the work of school principals. A school leader espouses four roles on appointment, specifically that of a teacher, governor, change agent, and manager. This study intends to explore how school leadership can be improved in rapidly changing times. Two research questions drive this study: **What is the status of school leadership and management in South African Schools, and how can school leadership be enhanced during changing times?** The study is anchored in instructional and distributed leadership while employing sense-making as the theoretical framework. It is globally acknowledged that the lynchpin for the success of a school is its leadership. The master key to the success of a school is the leadership practice of the principal. Principals' roles are greatly influenced by the leadership style they employ. The research approach is qualitative, and the design is a case study. Four school principals were purposively selected, and data were collected through observations and interviews. Data were analyzed using thematic data analysis. The findings reveal glaring disparities in the way schools are being led and managed. The challenges seem to follow the same pattern. The results also show that Education Departments do not provide relevant and adequate support to school principals, and this has forced them to hibernate in their corners for fear of being seen as incompetent. This study, therefore, recommends that school principals be exposed to a comprehensive programme of development. Such a programme may include emotional support and exposure to emerging trends in instructional and distributed leadership to ease the load of responsibilities they carry.

Keywords: Principals, Leadership styles, Supervision, Curriculum, Changing times.

Examining the Interplay of Variables Influencing the Effectiveness of Teacher Performance Evaluation systems

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Abstract

Performance evaluation systems for teachers play a critical role in assuring the quality of education, fostering the professional development, and ensuring accountability. This paper examines the intricate interaction of variables that affect the efficacy of such evaluation systems. Drawing from inferential statistical data of a mixed method study, the article examines the multifaceted factors that influence the outcomes of teacher performance evaluations. The paper examines critical variables such as timing of introducing the evaluation system, the design and implementation processes, and the evaluation outcomes. Using the inferences made from statistical data generated from a randomly selected sample of one hundred and ninety-two teachers in Kwekwe district of Zimbabwe, the paper sheds light on how the five variables interact and influence the overall efficacy of teacher performance evaluation systems. The paper through the *Readiness Assessment, Design, Process and Significance* (RADPS) model on teacher performance evaluation system effectiveness, contributes to the improvement of evaluation systems and subsequently the enhancement of instructional quality, and educational outcomes by casting light on the dynamic relationships between these factors.

Keywords: Performance evaluation; readiness assessment, effectiveness, significance

Adopting Culturally Responsive Pedagogy to improve learner performances in diverse classrooms in South Africa

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Abstract

After 1994, the cultural composition in South African schools changed dramatically when discriminatory laws preventing learners from attending schools of their choice were removed, and learners from different groups could sit next to one another in the same class and be exposed to the same teaching and learning opportunities. This move raised particular challenges for schools and teachers in providing and catering to the particular educational needs of all learners, not only those that fit well into the dominant culture of the school. Hence, this paper postulated that the solution to the abovementioned challenges could be adopting an approach that can guide schools to embrace cultural diversity in all its facets. The paper proposed Culturally Responsive Pedagogy as a more suitable response to the educational challenges of all learners. Culturally responsive pedagogy is a student-centered approach to teaching that includes cultural references and recognizes the importance of students' cultural

backgrounds and experiences in all aspects of learning. The study adopted a qualitative approach using one-on-one in-depth interviews. Participants were 30 teachers and 52 learners from Tshwane North in Gauteng. A purposive sampling technique was used to select participants. Interviews were recorded and transcribed verbatim. Thematic analysis was used to guide data analysis. All ethical issues were adhered to. Findings revealed that when the cultural backgrounds of learners are not acknowledged and recognized, learners should assimilate into the dominant culture of the school. Some learners dropped out of school, while others performed badly. Teachers confessed that they don't acknowledge all the cultures in their classrooms. It was recommended that teachers should be trained to be culturally responsive during their in-service training.

Keywords: diversity, culture, culturally responsive pedagogy

Exploring the science design skills competency among science preservice teachers in the post-pandemic period

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Abstract

The research aimed to assess the development of science design skills among BEd students enrolled in a rural South African University program during the COVID-19 pandemic. Employing a single case study research design, the study utilised the constructivist theory as its underlying framework. Initially, a pretest was administered to gauge the students' baseline proficiency in science process design skills. Subsequently, an intervention spanned three weeks, involving weekly one-and-a-half-hour lecturer-to-student discussions. These sessions prompted group collaboration in addressing intervention questions posed across multiple class sessions. The study revealed four prominent themes: a need for more awareness concerning variables, an insufficient understanding of validity and reliability in design, and an inability to identify suitable methods and instruments for impact measurement. Notably, a noticeable enhancement in students' performance was observed post-intervention. This underscores the significance of evaluating science process skills in science pre-service educators affected by the educational shifts brought about by the COVID-19 pandemic. It further emphasises the importance of implementing tailored interventions to bridge knowledge gaps before students graduate.

Keywords: science process skills, design skills, preservice teachers, intervention, COVID-19 pandemic

Using the ADDIE model to integrate L&T theories, a scaffolded L&T intervention with sound research methodologies and approaches, as a SoTL project

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Abstract

Learning and Teaching (LT) research is sometimes challenging for lecturers who are not specialists in Scholarship of Teaching and Learning (SoTL) or instructional design. Good empirical L&T has to be reflective, based on a sound theoretical base, but also completed like other research, using appropriate steps in data collection. Many L&T researchers often jump to the intervention or implementation of an intervention, and the evidence and proper research steps are not always embedded in the project from the beginning. The researcher thus wanted to see how using an instructional design model, such as ADDIE (analyse, design, develop, implement, and evaluate), could aid in ensuring that all the steps of an evidence-based L&T project (the theories, the intervention, and the data to prove results) could be integrated. The ADDIE model was used to structure the intervention as well as the research component around the intervention. A mixed method approach was followed, with a pre-post-test design, and student surveys as feedback. An interventive collaborative approach research project designed for First years, Senior, and Further Education and Training (SEN&FET) students, registered for Bachelor of Education, and trained to teach grades,8,9,10,11, and 12, was purposively sampled. The results affirmed the efficacy of the ADDIE model steps as a useful instructional design framework to integrate L&T theories, a scaffolded L&T intervention with sound research methodologies and approaches for a SoTL project. Thus, the study recommends the implementation of the ADDIE model in different interventive approaches and collaborative educational settings to enhance students' achievement as well as teaching and learning.

Keywords: ADDIE, SoTL, Scaffolding

Challenges of teaching Science to learners with hearing impairment

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Abstract

Globally there is a clarion call that all learners, regardless of their disabilities, should be in school. This is an Education For All (EFA) initiative, communicated in policy documents from different countries. This EFA call is to provide quality and equitable education for all learners, including learners with special educational needs. Lesotho is no exception and responded to this international protocol by allowing learners with diverse needs into its education system. The implication is that doors are now open for all learners, including hearing-impaired learners

(HIL), to study all subjects. This includes Science, which is regarded as an effective instrument to develop individuals' critical skills essential for solving both community and economic challenges, hence it is now compulsory and studied by every learner at secondary level. It is noteworthy to indicate that HIL are deficient in language, but science is an abstract subject that requires verbal communication for learning to occur. Students do not perform well in Science in most schools where there are resources and even amongst learners without disabilities. It is therefore intriguing to establish what it is like teaching Science to HIL. The research question for this study is: 'What are the challenges of Science teachers when teaching learners with HIL in Lesotho secondary schools? Semi-structured interviews were administered to four Science teachers. Data was transcribed and analyzed through content analysis. Opportunities to learn and a capabilities framework were both used to understand teachers' views, beliefs and the challenges they faced when teaching Science to HIL. The results show that language is the main barrier to effective teaching of Science to HIL. Therefore, teachers try different teaching approaches to promote learning for HIL, but these are time-consuming. Based on this realisation the study recommends that teachers should be well prepared through in-service training. Besides this the teachers should be capacitated on integrating ICT in teaching and learning as this would enable learners to learn at their own pace. Regular teachers should learn sign language so that they can detect when misconceptions are passed on to HIL and sign language interpreters should also be trained in the subject matter.

Keywords: Science teaching, Opportunities To Learn, Education For All, hearing impairment

Evaluating the impact of problem-based learning on students' knowledge and learning of Anatomy and Physiology: a systematic review

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Abstract

Anatomy and physiology can be challenging subjects to learn for many students in health science courses and therefore the use of effective teaching strategies is essential to enhance students' understanding and knowledge. Problem-based learning is a learning approach whereby students work in small groups to solve real-life problems. In this study, a review of literature was conducted to assess the impact of problem-based learning method on students' knowledge and learning of anatomy and physiology. The literature was searched using Science Direct, Google Scholar and Pubmed databases to identify studies exploring the impact of problem-based learning on learning anatomy and physiology among students in health science courses. During the literature search, the relevant search terms used included students' learning, knowledge, problem-based learning, anatomy and physiology. Only studies that investigated the impact of problem-based learning on students' knowledge and learning in anatomy and physiology and published in scientific journals from the year 2015 to date were selected for inclusion. Five articles were included in the review following the literature search of publications on the databases. A review of studies showed improved assessment marks of

the students following the problem-based learning method. Furthermore, the introduction of problem-based learning had a positive impact on students' understanding of topics in anatomy and physiology. Moreover, students were motivated to learn by their lack of knowledge when they were taught through problem-based learning. Problem-based learning approach appears to be an effective student-centered learning approach as compared to the traditional teaching method in anatomy and physiology. It is recommended that problem-based learning should be incorporated in the curriculum for teaching anatomy and physiology.

Keywords: Problem-based learning, anatomy and physiology, students' learning, knowledge

Evaluating the constitutional impact of failing to provide food to learners during school breaks

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Abstract

This paper discusses whether school breaks without meals violate the South African constitution. The South African Department of Basic Education established the National School Nutrition Programme (NSNP) guidelines in 2009 to address school hunger and malnutrition. It needs to be clarified if these guidelines are being followed and if failing to provide food is a violation. The paper assesses compliance of the NSNP with the constitution and identifies deficiencies explicitly utilising the Interest Theory of Rights (IToR). The paper employed a desktop research methodology, evaluating numerous scholarly articles, policy reports, and governmental documents such as the NSNP guideline and the constitution. Document analysis was utilised to determine whether the NSNP's policy is constitutional in this qualitative study aligning with the interpretivism paradigm. The NSNP prevents malnutrition; however, the study found that the meals could be stronger in variety and nutritional value and that the programme needs to advise qualified students on how to meet their nutritional needs during school breaks. According to the findings, the paper concludes that schools should provide food parcels and vouchers to needy students, provide at least two meals per day to eligible students, and offer healthier diets to students who avoid certain food groups.

Keywords: The Interest Theory of Rights (IToR); school breaks; The National School Nutrition Programme (NSNP); Constitution; School Meals.

The use of professional learning communities to monitor the implementation of lesotho integrated curriculum in a rural primary school

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Abstract

The research on the school leadership confirmed that inadequate in-service training and insufficient knowledge/information on the new curriculum comprise the challenges for the school leaders to monitor the implementation of the new educational policies. This study is aimed to explore the challenges that experienced by the school leaders as the responsible persons to supervise/monitor the implementation of the Lesotho integrated curriculum. This was a participatory study conducted in a rural primary school using a Professional Learning Community to monitor the implementation of Lesotho integrated curriculum. The data gathered through checking of the teaching and learning official books and integrated curriculum related documents in different intervals. The findings revealed that in monitoring the implementation of the Lesotho integrated curriculum, the school heads experience the mentioned challenges, absence of suitable time for monitoring, learners' absenteeism, inconsistent assessment mechanism, large class size and teachers' reactions towards classroom visits. In addressing the challenges of monitoring the implementation of the integrated curriculum using PLCs, all school stakeholders become committed to the successful implementation because the PLCs establish collaboration and teamwork among the school heads and teachers. Everybody devoted to the core-business of teaching and learning.

Keywords: Professional Learning Communities, Monitoring, Integrated Curriculum

Using social media to improve writing in schools: A case of Limpopo secondary schools

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Abstract

Research on writing pertaining South Africa still highlight problems, from primary school to university level. One of the solutions that has been constantly suggested by literature to remedy language teaching problems is the use of technology. This study focused on how social media, in particular Facebook, can be used to mitigate challenges related to register, as experienced by the secondary English First Additional language teachers, in five Limpopo schools, South Africa. This interpretive study, premised on the theory of connectivism, used methodologies aligned to Participatory Action Learning and Action Research, resulting in a study that was conducted in three phases. For this study, nine English First Additional language teachers were introduced to Facebook, as a potential tool to mitigate writing problems, after which they

factored this social media platform in their writing lessons. The evidence from the planning stage highlighted lack of knowledge on the part of the participants on the usefulness of social media in language teaching, whereas after the intervention, the evidence suggested that as much as there were some challenges, the following emerged: teachers appreciate technology and social media as a teaching tool, the teachers demonstrate a better understanding of educational platforms, and evidence that social media can improve writing was presented.

Keywords: social media, applications, technology, resources, approach

Placing ubuntu at the centre of South African school governance: The case for finding relevance in African governance philosophies

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Abstract

The article looks at how the school governance system in South Africa is devoid of ubuntu principles. The researcher explores common principles of governance embodied in the leadership styles and values of former African leaders. The article makes a point that the current governance system is Eurocentric and thereby based on selfishness, individualism, and negative competition. The article follows a qualitative approach where the researchers do a review of secondary documents that include government documents, political papers, journal articles, speeches, newspaper articles, and books. Data was analysed using coding method where data was organised into themes. The researchers found that the Eurocentric nature of the South African school governance is not consistent with generic African values. The findings are that there is a lot that can be learnt and integrated to school governance from leadership philosophies of former African leaders like Julius Nyerere and his Ujamaa, Kenneth Kaunda and his Zambian humanism, and Nelson Mandela and ubuntu values. Principles from these leadership philosophies can greatly enrich school governance in South Africa and the world over. The researchers recommend that salient values from these leadership philosophies should form part of leadership training programme for School Management Teams and for School Governing Bodies. Also, the school curriculum should reflect these values. The article concludes that some of the problems faced by South African schools are because of the Eurocentric nature of school governance. It is only when the Ubuntu and other tested principles from African leadership philosophies that school governance can be meaningful to the society.

Keywords: School governance, Eurocentric, philosophies, curriculum, Ubuntu.

Digital technologies in early childhood development: parents perspectives

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Abstract

Children learn most effectively when they are interacting with the world around them in their homes, where even very young children are increasingly exposed to digital gadgets. Therefore,

it is typical to see young children watching videos, playing games on tablets, or doing internet research. With such rapid advancements, it is important to have a deeper knowledge of the views of parents on the use of digital technologies in regular play and learning activities in Early Childhood Development (ECD). The study aimed at exploring how parents perceive the use of digital technologies in rural ECD centers of O R Tambo Inland District, Eastern Cape Province. The study adopted Bronfenbrenner's theory of ecological system which emphasizes the important role of the environment in which children learn, develop, and grow through the influence of various elements in their environments. This was a qualitative study that used the case study as a design. The participants for the study included 10 parents of children in two rural ECD centers of O R Tambo Inland District. The parents were purposefully selected as information-rich participants in the study. Data were collected through semi-structured interviews and analysed using thematic analysis. The study's findings revealed that most parents supported the use of digital technologies in ECD. They believed that if the children's cultural knowledge is integrated with technology, the opportunities to foster playful learning will be unlimited.

Keywords: Parents, early childhood development, digital technologies, child, perspectives

Relationship between learning styles and modes of content presentation in grade 10 life sciences classrooms

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Abstract

The study investigated the intricate interplay between learners' diverse learning styles and the various modes of content presentation employed in grade 10 life sciences classrooms. In particular, the study aimed to unravel how tailoring instructional methods to align with individual learning preferences enhances learner engagement, comprehension, and knowledge retention. Drawing on a quantitative approach, the research gathered quantitative data through the administration of a VARK questionnaire to purposively selected grade 10 life sciences learners from three schools in the Johannesburg West District in Gauteng. Findings reveal the spectrum of learning styles present among grade 10 life sciences learners and shed light on the effectiveness of different modes of content delivery such as simulations, beadwork, animation, and paper-based worksheets. The article explores the implications of these findings on instructional design, emphasising the importance of pedagogical flexibility to accommodate diverse learning preferences. The study contributes to the ongoing discourse on optimising teaching strategies in science education, fostering a learner-centred approach that promotes effective learning outcomes.

Keywords: Life Sciences; learning styles; visual literacy; simulation, visual skills

Mobile Learning in Higher Education Institution

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Abstract

Higher education institutions have several units which ensures the smooth running of the institutions on a daily basis. The Information Communication Technology (ICT) division within a University is scrutinized for its efficiency in ensuring stability in the institution during corona virus (COVID-19) pandemic. Current status and ways of doing things are discussed in details. A questionnaire is designed and used to gather views on mobile learning at the University of Limpopo. Compliments were alluded were due and constructive criticism were equally made by the participants. Compliments were given to the ICT division for its swift move in ensuring academic stability in 2020. And this study ends by making some recommendations from its findings for the university management to consider.

Keywords: Information Communication Technology, Mobile Learning, COVID-19, Technology

Exploring the use of on the physical development in early years: Practitioners' views

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Abstract

This study sheds light on the effects of technology use on early childhood physical development since the early childhood years are a critical time. Early Childhood Development is a term that defines the processes involved in a children's holistic growth from birth until the age of nine (0-9 years). Early childhood denotes the period from conception to around the age of nine, and this is a special period since it constitutes the formative years. Research in early childhood is the period of human development that comes after infancy but before middle childhood, and these early experiences are thought to be a predictor of future academic success. The developmental milestones are measured in terms of the child's level of social, emotional, gross, fine motor, language, cognitive, physical, socio-emotional, and behavioural aspects. The dilemma now is whether to opt for technologically stimulated physical development or naturally stimulated physical development in early childhood. The ultimate aim of this research is to comprehend the potential effects of technology use on young children's physical health and well-being. The study assumes that there is a need for caution when using technology in early childhood because childhood physical development and technology usage are considered multifaceted. This qualitative study uses the Technological, Pedagogical, and Content Knowledge Framework (TPACK), which places emphasis on the interaction of three primary knowledge areas, namely Technological, Pedagogical, and content, and emphasizes how three main knowledge areas—technological, pedagogical, and content—interact with one another.

The study employs a Mixed Method Systematic Literature Review (MMSR), which combines both qualitative and quantitative studies that will provide evidence. Using thematic analysis, data will be drawn and analysed from the findings.

Keywords: Early childhood education, Technology Use, developmentally appropriate, Mixed Methods systematic literature review

Teachers' perspectives on learner progression policy in secondary schools: implications for curriculum support

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Abstract

Learner progression is an intervention strategy used to remedy the evolving school dropout rate. When learners are progressed to the next grade without meeting promotion requirements, their academic success becomes dependent on support they receive from teachers to bridge content gap. This paper reports teachers' perspectives on progression policy to provide insights on prospects for progressed learners' academic achievements. Informed by Zone of Proximal Development' theory of learning and development, the study focus on contextual factors such as the reasons for progression, identification of core content missed, and remedial plan towards progression policy implementation. Placed within interpretivism paradigm, this qualitative study was anchored in two selected secondary schools of the Limpopo Province, South Africa. Data was collected through document analysis and semi-structured individual interviews from six Further Education and Training phase teachers because the focus is on learner progression from grade 11 to 12. Thematic analysis reveals a discrete stance regarding progression policy and its intents. While teachers understand progression policy intentions and the implications thereof, it's demanding to reach out to individual academic needs of identified learners given various reasons for progression. Results indicate that using scaffolding as instructional practice has the potential to increase progressed learners' learning competencies and ultimately the success of progression policy implementation. Study recommends gradual adjustment of progressed learners learning levels in response to their level of performance.

Keywords: curriculum support, progression policy, teachers

Reducing paper use in the higher institution of learning: A means of lowering greenhouse gases emissions and carbon footprint.

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Abstract

Over past many years, our natural environment has continued to be devastated due to anthropogenic processes which have resulted in so many environmental problems we are experiencing today throughout the world. One of such problems is climate change which is caused primarily by continuous emission of Green House Gases (GHGs) such as carbon dioxide (CO₂) into the atmosphere. According to the United Nations Framework Convention on Climate Change, the world's climate is changing every passing day and has continued to have serious effects on human health, plants, animals and the general ecosystem. It has recently been projected by the World Health Organisation that if the situation continues unabated, between the years 2030 and 2050, there is every possibility that additional deaths of 250,000 will occur around the world due to climate change. There is an urgent need to address this problem now before it gets out of hand. One important way of combating climate Change as proposed by the United Nations Framework Conventions on Climate Change (UNFCCC) is by reducing the emission of greenhouse gases and carbon Footprint. **Carbon footprint** refers to the total amount of greenhouse gases released by a particular human activity or action into the atmosphere. One of the major causes of increased emission of greenhouse gases into the atmosphere is cutting down of trees (deforestation). According to a study, 42% of the global harvested trees (deforestation) is used to make paper which is responsible for about 12% of greenhouse gas emissions. The focus of the study is on the use of paper which is the major cause of deforestation a major contributor to climate change. Trees store a large amount of carbon, when deforestation happens, much of the stored is released into the atmosphere as carbon dioxide, which in turn contributes to climate change. Creating an awareness or giving education on these matters will go a long way in lowering carbon emissions thereby mitigating climate change effects and promoting sustainability. In South Africa, only few studies have investigated on the issue of carbon emission and carbon footprint most especially in the higher institutions of learning to the best of our knowledge. This study therefore investigates reduction in paper consumption as a means of lowering carbon emission and carbon footprint from a South African University. Participants for this study will involve 50 male and female academic staff members and 100 male and female students from a South African University. Data will be collected by means of a questionnaire made up of two parts. The first part of the questionnaire will request participants to provide demographic data such as age. The second part will comprise 30 items on a 5-point Likert response scale on issues relating to paper consumption, deforestation, greenhouse gases emission, carbon footprint and climate change. All completed questionnaire will be collected and data will be entered into Microsoft Excel spreadsheet. All analyses will be computed through descriptive and inferential statistics using IBM* SPSS* Statistics © version 23.

Perceptions of In-service teachers selected Soweto Secondary Schools on 1960 Sharpeville Massacre: History obscured

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Abstract

Teaching history in South African secondary schools is a task that needs not only pedagogical content knowledge but an in-depth context of historical events. The history of Black South Africans resistance to colonialism, suppression and land dispossession is well documented in history books and with the dawn of democracy in 1994, there was an attempt to have Black South African history of resistance contextualised and documented. History as a process of enquiry is characterised by asking key questions such as; what happened? when did it happen? Why did it happen? (DBE). Despite the clearly defined historical enquiry approach, there seems to be challenges of some history teachers in understanding and delivering certain topics in Grade 9. This paper explored the perceptions of 5 Grade 9 History teachers purposively selected and teaching the turning point 1960 Sharpeville Massacre. Kerber's model (2015) was used as lenses for conceptualising three levels of historical competencies; namely; the ability to execute historical thinking operations, he ability to use concepts, terms, and operations and the ability to reflect, evaluate, and criticise the concepts and methods. The collected data was thematically analysed and it emerged from the findings, among others; some of the Grade 9 are novice teachers who have less than 5 years teaching experience. The participant teachers relied on textbooks as a sole source of information and lack context of the 1960 Sharpeville Massacre as except the textbook information. This paper therefore recommends that documentaries and excursion be used to teach the 1960 Massacre to eliminate distortion.

Keywords: colonialism, apartheid, resistance, massacre, human rights

Exploring the use of learners self-created word problems as a social justice pedagogy for learning problem solving in mathematics

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Abstract

Word problems are mathematical problems presented in a real-life context and have been a challenging aspect of mathematics for students of all ages. This qualitative case study explored the use of learners` self-created word problems as tool for learning mathematical word problems. Through the use of self-created word problems, learners are given the opportunity to explore their own knowledge, creativity, and interests in order to develop meaningful connections to the mathematical concepts. Using a purposive sampling technique, 22 first university students were selected participate in the study. In the first activity, students were asked to create and solve their own word problems. In the second activity, the teachers gave the students a word problem to solve. Six of the 22 students were interviewed guided by the

gaps in their self-created problems. Theoretically the study was guided by Constructivism and Situated learning theories. The study found that students` self-created word problems were contextually relevant to their own lived experiences, which allowed them to become more engaged in the learning process and develop a deep understanding of the underlying mathematical concepts. It was also found that the students who created meaning questions and solved them, also solved the teacher`s word problem within ease. On the hand, the students who failed to solve the teacher`s problem, were also unable to create meaningful questions or failed to solve their self-created problems. The study argue that good problem creators are good problem solvers and recommend that educators should start giving learners opportunities to create their own word problems as that equip them with problem solving skills.

Keywords: Word problems, constructivism, situated learning, mathematical problems, real life context.

Facilitating participation in a flipped classroom: a case study of UFS Qwa-qwa campus

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Abstract

Innovative teaching and learning ideas serve as components of the current revolution in the Education sector. This is particularly the case in the teaching and learning spaces in recent times, more so in higher institutions of learning. They improve learning outcomes in addition to enhancing pedagogy at all levels of e-Education. By doing so, a cutting-edge "knowledge field" will be improved, helping students to successfully meet the rising needs of the twenty-first century. One of the many teaching and learning strategies is the flipped classroom, which, when implemented well, may significantly increase student participation in academic activities and, as a result, student success. Developed nations have been successful in implementing this method to teaching and learning, while developing nations are still lagging. This however does not stop developing countries to make use of this teaching and learning strategy, by using the resources in their disposal to facilitate the "flip" of their classrooms for effective teaching and learning. Considering this, the goal of this study was to examine how the flipped classroom may be facilitated to improve student engagement: a case study of the UFS Qwa-qwa campus. The background information and literature review will explain how typical classrooms and the flipped classroom differ. Thereafter conceptual framework underpinning the study, Technological Pedagogical Content Knowledge Framework (TPACK). Subsequently, the methodology that was adopted for the study, followed by the data collection methods, sampling and ultimately how data was analysed. Finally, findings, recommendations and conclusions from the analysed data will be discussed.

Keywords: teaching and learning, student engagement, flipped classroom.

Enhancing Graduation Rates in South African Higher Education Institutions: An Economic Perspective

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Abstract

Student success in higher education institutions (HEIs) is a pressing, complex, and broad issue widely studied in various disciplines with significant implications for individual achievement and the broader education landscape. Despite vast studies by researchers worldwide to support students and increase student retention and success, throughput rates remain low, such as in South Africa. The South African higher education context, riddled with historical imbalances, has a challenging mandate of levelling the racial imbalances through access to higher education, effective student support, and increased throughput rates. Considering that the funding model of HEIs in South Africa is partly tied to enrolments and throughput rates, research that advances graduation rates remains paramount and should receive special attention. The current study aims to identify and propose effective support interventions that substantially enhance student achievement and retention. This study intends to comprehensively review the literature on the categories of student support interventions. Additionally, the study will develop a research instrument that incorporates student achievement and retention measures to collect data through a perception survey administered to undergraduate students at one public university in South Africa. The collected data will be analysed using the Structural Equation Model (SEM) technique, with Smart PLS 4 as the analytical tool. Thus, through this rigorous methodology, the study aims to construct a model to address student support and graduation rates within South African HEIs. Furthermore, this study aims to provide strategic insights for South African HEIs to allocate their resources more efficiently by prioritising the identified support interventions. Notably, this study adds a unique economic perspective to the multifaceted domain of student success, offering valuable insights into an issue of paramount importance in the education sector.

Keywords: Economic imperatives, Academic achievement, Student retention, South African higher education institutions, Resource Utilisation

Exploring the lived experience of young adults on leisure reading in a higher educational institution: a case study

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Abstract

This research paper delves into the nuanced lived experiences of young adults within the realm of leisure reading, a particularly relevant subject in the contemporary era marked by digital inundation and fast-paced lifestyles. The study aims to comprehensively grasp the how and why behind young adults' involvement in leisure reading, employing Transformative Learning

as a theoretical framework. The research extracts insights from in-depth interviews and focus group discussions with a purposively ten-selected group of young adult leisure readers through a meticulous case study methodology. By scrutinising the impact of this activity on personal growth, well-being, and cognitive development through the lens of Transformative Learning, the paper illuminates the multifaceted nature of leisure reading experiences. The findings unveil the motivations and challenges intrinsic to this demographic and offer valuable insights into the diverse outcomes stemming from their engagement in reading for pleasure. This research contributes to a deeper understanding of the role of leisure reading in the lives of young adults in the contemporary digital age, enriching the exploration through the framework of Transformative Learning.

Keywords: Lived experiences, young adults, leisure reading, higher learning instruction.

The role of technology in enhancing adult education and skills development at community learning centres of Limpopo Province.

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Abstract

Community learning centres offer adult education programmes to cater for the people who are not in education, employment and training. Despite incorporating Technology as a learning area to enhance adult education and skills development, learners continue to face challenges securing employment. The aim of the study was to examine the potential role of technology in improving adult education and skills development programmes within rural areas of Limpopo Province. Grounded in Human Capital Theory, the study explored how technology-enabled education can contribute to improved livelihoods and community development. Employing a qualitative approach with a case study design, the study involved semi-structured interviews with five adult learners and facilitated focus group discussions with five instructors. Thematic data analysis was utilised to interpret the collected data. The findings revealed a significant absence of technology-enabled education in rural community learning centres of Limpopo Province, resulting in a deficiency in technological skills development among adult learners. To address this, the study recommended the integration of technology into adult learning programmes. This would enhance both adult education and skills development within community learning centres.

Keywords: Adult education, Adult learners, Technology, Skills development, Community learning centres

Video-based reflection lesson discussion: A case of Grade 9 mathematics teachers teaching linear graphs

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Abstract

Mathematics teachers struggle to reflect on their classroom practice globally and in South Africa. This study explores how mathematics teachers reflect on their practice by rating and justifying their actions based on the lessons presented on linear graphs (LGs) prior to the reflection session. This qualitative research study, within an exploratory case study, purposively selected three video-recorded grade 9 linear graphs lessons previously taught in grade 9 classes in the Engcobo Education district in Eastern Cape, South Africa. A self-designed video-based discussion rubric (VBDR) with six components, competency, fluency, appropriateness, knowledge of linear graphs, ability to teach linear graphs, and participative teaching and learning environment were used to rate and justify the teachers' actions on the video-recorded linear graphs lesson presentation. The findings revealed that the video-based discussion forum helped mathematics teachers to reflect on the teachable moments in the classroom. However, they were not specific to the content and pedagogical aspects of the lessons. The conclusion is that the use of video-based discussion helped mathematics teachers to reflect on their practice.

Keywords: Justification, lessons learned, linear graphs, rating, video-recorded lesson, video-based discussion.

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Abstract

Youth unemployment is one of the major challenges facing developing countries today. Although they may have completed their secondary education (equivalent to Grade 12), they lack employable or marketable skills enabling them to become wage or self-employed. Evidence from studies shows that the provision of non-school-based vocational education and training programmes empower unemployed youths with marketable skills and competencies to integrate into the labour market. However, to ensure that they acquire job-related skills for the real world of the workplace, there is a need for vocational education and training (VET) centres to design curricula in partnership with stakeholders in the labour market. Therefore, the purpose of the paper is to examine the roles of partner stakeholders in designing and implementing the curriculum of non-school-based VET for unemployed youths. In the context of qualitative research design, the study conducted semi-structured interviews with seven VET managers and 10 trainees to get their views on the roles of partner stakeholders in VET

programmes. The findings reveal that local businesses and enterprises played important roles in participating in curriculum design, providing adequate mentorship for work experience and micro-placement to the trainees. Based on the findings, the author concludes that a partnership with stakeholders contributed to the development of job-related skills and competencies for the real world of the workplace for youths. This paper provides new insights into the partnership with stakeholders to improve the effectiveness of VET programmes for unemployed youths. Its findings will motivate the providers of skills development to involve stakeholders in designing and implementing the curriculum of VET to help unemployed youths to acquire skills and competencies and facilitate their smooth school-to-work transition.

Keywords: Non-school-based training, vocational training, curriculum design, stakeholder partnership, unemployed youths

An Assessment of Teacher Knowledge and Perceptions of Inclusive Education in Masvingo, Zimbabwe

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Abstract

Since the enactment of the Salamanca Statement and Framework for Action in 1994, countries across the globe have been advancing their education systems towards embracing inclusive education. Inclusive education is a philosophy that specifies that students with special needs have to be educated alongside their same age peers to the greatest extent possible. Zimbabwe, being one of the signatories to this framework, is one of the countries that have embraced the concept of inclusive education and has since been making strides towards its advancement albeit rather slowly. This study examined the knowledge levels and perceptions of 100 primary, secondary and high school teachers regarding inclusive education. A modified version of the Inclusion Competencies of Sri Lankan Teachers (ICSLT) was used. The results provided some important insights on the variables that may influence the success of inclusive education in Zimbabwe. Recommendations based on the results of the study for policy makers and future researchers will be discussed.

Keywords: Inclusive education, students with special needs, Zimbabwe

Evaluating the Teaching of Life Orientation in South African Schools

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Life Orientation is one of the most important fundamental compulsory subjects taught in schools from grade R – 12. It helps young children and adolescents to deal with different kinds

of life questions and obstacles. The most crucial role of Life Orientation teachers is to guide and prepare learners for life and its possibilities and to equip them for meaningful living in a rapidly changing and transforming society. Despite its importance, it seems that in some education institutions it is taught by teachers who are professional qualified but not well trained to teach it, as it is regarded as an easy to pass subject. Furthermore, Life Orientation is the only fundamental compulsory subject that is non-examinable in the Foundation Phase and internally examined in grade 12 and is not considered by higher education policies as a requirement for the admission of first year students. Authors argue that Life Orientation could receive equal status with other fundamental compulsory subjects and could be taught by well trained professional teachers so that it can serve its crucial purpose of equipping learners with life questions, obstacles and rapidly changing and transforming world. To improve and value LO as one of the fundamental compulsory subjects with positive contribution and outcomes in our society, the Department of Basic Education should ensure that LO teachers receive necessary pedagogical training workshops. Furthermore, higher education institutions should introduce LO as a major course or module to equip student teachers.

Keywords: schools, Life Orientation, teaching subject, fundamental subject, life orientation teachers.

Experience of English first additional language preservice teachers of teaching comprehension during work-integrated learning

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Abstract

This is a qualitative study conducted to investigate the experience of English First Additional language preservice teachers of teaching comprehensions during work integrated learning. This paper discusses the challenges facing preservice teachers in teaching English First Additional Language in schools. One of the challenges is the readiness of preservice teachers to teach comprehensions as final year English First Additional Language preservice teachers. The study is couched in 21st Century Learning Theory, to enhance knowledge and skills of comprehensions in English First Additional Language. This study was administered with eight participants, five preservice teachers in grade nine classes, two English First Additional language serving teachers from the same school and one head of department for languages in the school. Focus group interviews and observations were used to generate data. Collected data was analysed using thematic analysis method. The findings recommended the use technology, code switching, dictionary use and advocacy in the teaching of comprehension.

Keywords: Comprehension; English First Additional Language; work-integrated learning; Preservice teacher

Teacher educators' perspectives in the integration of humanising pedagogy in work integrated learning courses

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Abstract

The concept of digital humanistic pedagogy is requisite for former colonies like those in sub-Saharan Africa if they are to rise and fully participate in the 21st century digital global village. Higher education is pivotal in this endeavour through a transformed teacher education curriculum which instead of emphasizing on knowledge and instruction only, must add attitudes, beliefs and perspectives that contribute significantly to social and academic equality amongst learners. Technology properly implemented, tend to promote some of the core concepts in humanising pedagogy of inclusivity, equity and social justice. The purpose of this study was to explore teacher educators' perspectives of how well they are managing the convergence of the physical and virtual training spaces created by technology integration as a curriculum strategy and how it affects professional practices for preservice teachers' performance through the lenses of the humanising pedagogy theory and the community of practice framework. The methodology involved document analysis of work-related modules for preservice teachers, semi-structured interviews and lesson observations of teacher educators in one university in South Africa. Interview data were analysed using an emergent and exploratory approach where themes and trends were identified through direct observation and examination of transcripts for human aspects to technology. Findings were used to establish a professional development plan and provide guidelines for a best practices model of professional development to equip preservice teachers with skills in humanising pedagogy for classroom practice.

Keywords: Work Integrated learning; Humanising pedagogy; community of practice; Professional development.

Using Complexity Theory to make sense of Grade 12 Mathematics performance in a disadvantaged rural area

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Abstract

The paper argues that the sustained improvement of Grade 12 Mathematics performance in schools cannot be attributed to a singular factor. This paper reflects on the application of Complexity Theory to sustain improved Grade 12 Mathematics performance in a Quintile 1 school. The data gathered showed that improved Grade 12 Mathematics performance of Quintile 1 schools cannot be attributed to a singular factor, but to a complex series of interacting factors. Qualitative methods were used to gather the elements of change to find these impactful factors. The research revealed how well Complex Theory fits into the

identification of factors that are responsible for the sustainment of improved Grade 12 Mathematics performance in a Quintile 1 school. This paper will contribute to the application of Complexity Theory in similar studies where initial conditions can have an impact on the outcome.

Keywords: Complex Theory, Mathematics Performance, Quintile 1 school

Leading the way: Examining how school principal's leadership styles influence teacher performance in selected Eswatini high schools

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Abstract

Reported in this paper are the findings of a qualitative study that investigated how school principals through their leadership styles influence teacher performance in selected Eswatini high schools. Embedded within the interpretative paradigm the study employed multiple case study design with thirty purposively and conveniently sampled teachers. Ten schools were selected as research sites and three teachers from each school participated in the study. The social cognitive theory which focuses on how individuals learn and adapt through observing and interacting with others was used as a theoretical framework in this study. The teachers participated in this study through completing an open ended questionnaire. The findings reveal that principals employ autocratic, laissez faire and at times democratic leadership styles in leading schools which negatively impacts on teacher performance. Based on the findings the study recommends that principals need to embrace flexible and democratic leadership styles to enable positive outcomes on teacher performance. Empowerment of school principals on leading styles and the effect of the leadership styles on teachers.

Keywords: Principal leadership, Teacher performance, Democratic leadership, student outcomes

Teaching sexuality education within the life skills subject to reduce risky behaviours and the spread of hiv/aids in young children

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Abstract

This paper is on teaching sexuality education within the Life Skills subject to reduce risky behaviours and the spread of HIV/AIDS in young children. Sexuality education empowers young people with information, skills, and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships, and take responsibility for their own and other people's sexual health and well-being. Young children need to know how to develop and strengthen their abilities to make respectful choices regarding sexuality to protect themselves

not to being infected with HIV/AIDS. It has been noticed that some BEd Foundation Phase Leve 1 Life Skills students in one rural University, Mthatha district, are chiefly falling pregnant and getting sick, which shows they are at risk of getting HIV. Cultural Historical Activity framework was used to understand that activity involves many people. Interpretivism paradigm, qualitative research approach, and case study design were implemented whereby focus group interviews and document analysis formed part of the purposively selected participants. Data were analysed, and themes emerged from the collected data. Findings revealed a lack of basic knowledge to deal with sexual issues to avoid the spread of HIV/AIDS. The absence of the voice of parents taking responsibility regarding relationships to address the problems and physical health faced by young people. The paper recommends that Higher Education Institutions should ensure to include sexuality education lessons in all subjects taught to engage young children to gain more knowledge on how to deal with their relationships and reduce risky behaviours and the spread of HIV/AIDS.

Keywords: Diseases, parents, sex, morals, emotions

Challenges faced by teachers towards character development of youth during teaching and learning process in secondary schools in Waterberg District, Limpopo Province

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Abstract

This study demonstrates challenges that teachers are faced with in developing the character of youth in schools. The prevailing character of youth in schools has been a challenging and pressing issue of concern recently. A qualitative approach was employed using a descriptive case study design whereby two secondary schools and one teacher from each school participated in this study. Teachers were purposively selected to gather a deeper understanding of the participants' experiences from different point of view. A semi-structured interviews were conducted at schools with participating teachers and a thematic data analysis was employed. The study established that professional training of life skills teachers is necessary and effective and efficient programmes for the improvement and development of youth's character be put in place in every school. Lack of parental engagement in schools was also a challenge. Parental engagement and communication between school and home is beneficial. Collaboration also has been stressed as a crucial factor in embracing the mutual trust between parents and teachers to address the issue pertaining to morality in school's premises. A comprehensive study is needed to complete this study by discussing the role of parents and teachers infuse character education in schools and at home.

Keywords: Teachers, Challenges, Youth, Character development, Schools, Parents.

Instructional leadership practices that enhance school performance: case study of selected Queenstown, Eastern Cape schools

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Abstract

Schools like any successful organisations, need effective leaders to drive their core business - teaching and learning and improve learner performance (Botha, 2019). However, different schools in the same area or district often produce different results, particularly in Grade 12. This study sought to explore how school principals apply Instructional Leadership Practices in selected schools in Queenstown Education District. This study was underpinned by Hersey-Blanchard Situational Leadership Theory (SLT) (1969) and Burns Transformational Leadership Theory (TLT) (1979). This study adopted pragmatism paradigm as it lenses because and integrated both quantitative and qualitative research approaches to resolve the research problem through application of mixed method research approach (MMR) to collect rich, descriptive data from 8 school principals, 8 heads of departments and surveyed 24 teachers participating in the study. Convergent Parallel Mixed-Methods Design (CPMMD) was adopted as it suited the purpose and objectives of the research. The qualitative data from the principal-participants was thematically analysed and the quantitative data from the 32 respondents was analysed using descriptive statistics. The two types of data sets were collected concurrently, and triangulated to confirm the findings. This study identified four categories of instructional leadership practices that enhances effective teaching and learning, namely; behaviour practices, task practices, culture practices and administration practices all aimed at a common goal – learner achievement. From the emerging results, this study shows the need for further research on the role played by the Department of Basic Education (DBE) in supporting schools in deprived contexts as well as the principals' mentorship programme to support them in application of instructional leadership practices.

Keywords: leadership, instructional leadership, vision, mission, school culture

Teaching as a Profession and the Policy Landscape: A Case Study of Four Zimbabwean Schools in a Context of Depravity.

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Abstract

This paper delves into the intricate interplay between teaching as a profession and the dynamic policy landscape within the challenging context of depravity, focusing on four Zimbabwean schools. Employing a framework rooted in social constructivism on ethical leadership, the qualitative study utilized semi-structured interviews, document reviews and questionnaires

were used to generate data. Data was analysed utilizing thematic analysis as well as the theoretical framing involving Multiple Ethical Paradigms, Turbulence Theory and African Philosophy of Ubuntu. Among myriads of themes uncovered in the study, this paper focuses on the state of teaching as a profession and the policy landscape surrounding professionalisation of teaching. It reveals a concerning trend where teaching is no longer accorded the prestige attributed to other professions. This paper exposes weakness in the policy framework and underscores the absence of a dedicated professional body overseeing teaching in Zimbabwe. It further contends that the lack of recognition for teaching as a high-status profession, coupled with deficiencies in the policy landscape and the absence of a dedicated oversight body undermine teaching as a profession. The findings underscore the urgent need for reforms, advocating for a more robust policy framework and the establishment of a professional body dedicated to overseeing the teaching profession in Zimbabwe. This paper posits that, without these essential changes, the professionalism of teaching is at risk of continued erosion. It contributes vital perspectives for educators, policymakers, and researchers alike, fostering dialogue on the reinvigoration of the teaching profession within the Zimbabwean educational context.

Keywords: teaching profession, policy, Turbulence Theory, Multiple Ethical Paradigms, Ubuntu philosophy

Reimagining learner engagement through flipped classrooms in the post COVID-19 era

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Abstract

The post-COVID-19 era gave rise to the emergence of innovative teaching and learning strategies, which, among others, included flipped classrooms. The objective of this paper was to investigate the effectiveness of flipped classrooms, in which online learning material is distributed prior the commencement of the class. This study was underpinned by the Technological Pedagogical Content Knowledge (TPCK), which advocates for the inclusion of technology in learning and teaching in order to produce technologically competent learners. The interpretive paradigm and a qualitative approach were utilised to gather data, through semi-structured interviews, from 12 conveniently nominated grade 10 educators. Data were analysed using content analysis, and the themes that emerged from that categorization generated the findings of this paper. Findings revealed that flipped classrooms, during online learning, were not used to the benefit of the learners; teachers did not engage learners in scaffolded practices which result in independent learning. This paper recommends that for language teachers to keep abreast with innovative and teaching strategies, they must alter their language pedagogies to be in line with modern language instructional practices that have adopted technological practices. Flipped classrooms need careful selection of authentic texts. The author recommends that the Department of Education should train teachers by organising workshops that will facilitate the use of flipped classrooms, which will reinforce learner-centred pedagogies.

Keywords: Innovative strategies, Flipped classrooms, Online learning, Scaffolded practices, Learner centred pedagogies.

A review of the literature examining practitioners' perspectives on how technology impacts the development of young children

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Abstract

This literature review approach in the study identified themes and discussed critical perspectives from empirical studies about practitioner's perspectives on the use of digital technology in early childhood education. The study gives an overview of empirical studies focusing on various digital tools used in early childhood education and care (ECEC) alongside children. The literature review focused on research conducted between (2013 and 2023). This study sheds light on the effects of technology use on early childhood physical development because early childhood is a critical time when there is a need to maintain the holistic development of children. Exploring available research is crucial to understanding the holistic implications of the use of technology on child development. Therefore, this research aimed to comprehend the potential effects of technology use in early childhood **development** and well-being. This study uses the Technological, Pedagogical, and Content Knowledge Framework (TPACK), which emphasises the interaction of three primary knowledge areas, namely Technological, Pedagogical, and Content, and how three central knowledge areas—technological, pedagogical, and content—interact. This study is a literature review that uses secondary data that many writers and scholars have created. The study's key finding is that parents and professionals need to have a more profound knowledge of how technology affects children's physical development. The study assumes that caution is needed when using technology in early childhood because physical development and technology usage are multifaceted. This study recommends addressing *the gap between physical development and technology use in early childhood*.

Keywords: Early childhood education (ECD), developmentally appropriate, physical development systematic literature review, technology use

The impact of the school management team in planning career programmes for youth in Gauteng, South Africa

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Abstract

Career programmes in South African schools are provided by various statutory bodies, under the leadership of the Department of Higher Education. This arrangement often results in a lack

of coordination and unfavourable discharge of career construction to young people. In this paper, which is drawn from my Doctoral studies, I shall argue that the School Management Team does not support sufficiently the Life Orientation teachers and youth in the career construction process. One of this study's objectives was to explore career programmes that can be planned by the School Management Team for youth in schools in the Gauteng Province. A Career Construction Conceptual Framework for youth was used as a lens to discuss the findings. The study used a qualitative-focused ethnographic methodology within one urban school in Gauteng Province. Data was collected through individual interviews and focus group discussions using a semi-structured interview guide with Life Orientation Departmental Officers, Life Orientation teachers and the youth. The findings revealed the poor coordination between the school and the statutory bodies that offer career programmes. Moreover, the School Management Team neglected their managing role to ensure the proper planning of career programmes in schools. It is recommended that the School Management Team take a leading role in planning and implementing career programmes for schools, which should happen throughout the year. This article contributes important insights to improve policy and practice pertaining to the career programmes provided in schools.

Keywords: School Management Team; Career programmes; Career construction; Life Orientation; Youth

An overview of the relevance of information communication technology (ICT) in Islamic Religious education in the southwestern Nigeria

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Abstract

The contribution of Information Communication Technology (ICT) in facilitating teaching and learning processes of the 21st Century cannot be underrated. It is obvious that, there is enhancement of purposeful delivery and positive result with ICT in education, Islamic Religious Studies inclusive. In the Southwestern Nigeria, teaching and learning of Islamic Religious Education is yet to be hundred percent (100%)ICT compliant. This is because most of the Schools including Tertiary Institutions still rely on manual system of teaching. The reason behind this situation solely falls on the administrators who failed to provide needed logistics, on the other hand, the phobia of technical-know-how on the part of teachers keeps them silent to request for relevant technological devices that will aid their professional functions. This work adopts qualitative empirical approach with library based study and uses questionnaire for simple data analysis. The following among other recommendations were made that: i. Government as policy custodian should fund education and provide at least standard ICT items that will be useful in simplifying the learning of Islamic Religious Studies and other subjects at all levels; ii. Islamic Religious Studies Teachers at all levels should endeavor to improve themselves with in-service trainings, seminars and workshops on the use of contemporary ICT for capacity building.

Keywords: Information Communication Technology, Islamic Religious Education, Southwest Nigeria.

Using puppetry as a teaching tool to enhance learners' engagement and conceptual understanding

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Abstract

Using puppetry as a teaching tool and its impact on learners' engagement and conceptual understanding of ecological concepts in natural sciences within STEAM (Science, Technology, Engineering, Arts and Mathematics) education requires further study. While STEAM education aims to integrate the arts into science teaching, comprehensive research still needs to explore the benefits and challenges of incorporating the arts to enhance the teaching and learning of ecological concepts in natural sciences. Comprehending ecological concepts in natural sciences poses significant challenges within modern educational frameworks. Traditional teaching methods often do not engage learners effectively, and a deep understanding of intricate ecological principles in the broader domain of natural science is not fostered. Therefore, this study investigates the application of puppetry as a teaching tool that creates a dynamic and interactive learning environment which enhances the learners' engagement and conceptual understanding of ecological concepts in natural sciences school subjects in grade 9. A quantitative experimental research design and simple random sampling were employed. A total of 355 grade 9 learners were selected into three experimental groups of 180 each, and three control groups of 175 each participated in the study. The experimental groups were taught ecological concepts in Natural Science using puppets, while the traditional method was used to teach the control groups. The Colorado Learning Attitudes about Science Survey (CLASS) was administered as a pre-and post-test before and immediately after the class. The study's findings indicate that the learners' conceptual understanding of ecological concepts was significantly influenced [$F(1,350) = 47.77$ $p < .0001$] at a 5% significance level in favour of the experimental group post-intervention. The results suggest that harnessing the potential of puppetry as a teaching tool could help teachers create dynamic and interactive learning environments in their classrooms that will enhance the learners' engagement and understanding of ecological concepts.

Keywords: Puppetry art, conceptual understanding, ecological concepts, STEAM education, natural science teaching

Unravelling the Causes of Setswana Language Erosion: A Comprehensive Examination

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Abstract

This paper delves into the multifaceted factors contributing to the gradual decline and potential extinction of the Setswana language. As one of the Bantu languages spoken in Southern Africa, Setswana faces a myriad of challenges that threaten its linguistic vitality. This research endeavours to identify and analyse the root causes of Setswana language death, encompassing socio-cultural, economic, educational, and technological dimensions. Drawing on a combination of qualitative and quantitative research methods, the study aims to shed light on the intricate interplay of these factors and their cumulative impact on the language's sustainability. By uncovering the underlying causes, this research not only contributes to the academic discourse on language endangerment but also provides valuable insights for policymakers, educators, and language preservation advocates seeking to develop effective strategies for the revitalization of Setswana. Ultimately, the findings of this study may inform initiatives aimed at safeguarding the linguistic diversity and cultural richness embodied in the Setswana language.

Keywords: Setswana, Language, language erosion

The Impact of Tablet Devices on English Teaching in Intermediate-Phase Classrooms

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Abstract

Research shows that mobile computing like iPads and tablets has gained popularity in classrooms. While prior research has explored technology in education broadly, this study specifically focuses on the impact of tablets on English language teaching within the intermediate phase. Ultimately, the study aims to enhance the understanding of how tablet devices influence English language teaching and learning, contributing to the advancement of language education in today's technology-driven educational landscape. The study was underpinned by the Technological Pedagogical Content Knowledge (TPACK) model. A qualitative approach was employed in this study. This approach encourages contextual inquiry, enabling a deeper understanding of the impact of tablet integration on teaching and learning. A purposive sampling strategy was employed to select a diverse group of educators who have varying levels of experience with tablet use in English classrooms. The sample for this research consisted of five teachers selected through convenience sampling. These participants taught English within the intermediate phase at a school in the Nkangala region in Mpumalanga province. Semi-structured interviews with open-ended questions were used to inquire educators about their teaching methods, challenges, and how tablets have affected student learning. Data were analysed by developing themes. The findings of the study revealed that

tablet integration led to improvements in pedagogical practices, and increased student engagement. However, challenges such as limited technological infrastructure, the need for teacher training, and the potential for tablets to introduce distractions and hinder critical thinking among students were established. We argue that to be effective, tablet integration requires equitable access, curricular knowledge, teaching methodologies, technological skills, and individualised learning for every student. Finally, because the study was conducted on quite a narrow portion of participants, the results may not be generalised although they give insights for effective tablet integration. Further studies could be done on a larger scale. [299 words

Keywords: Distractions, Effective engagement, mobile devices, Mpumalanga, Tablets

Extent of the influence of politics on funding and personnel administration of primary schools in Igbo Eze South local government education authority

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Abstract

A popular aphorism states that man is a political animal. To this effect, politics has a far-reaching impact on man's daily life and learning. This study, therefore, sought to examine the influence of politics on the funding and personnel administration of primary schools in Igbo-Eze South Local Government Education Authority (ISLGEA). The study adopted a descriptive survey research design. The study was guided by two research questions and two null hypotheses. The population of the study comprised 42 headteachers and 756 teachers in the 42 primary schools as well as 2,579 registered members of the School Based Management Committee (SBMC) in ISLGEA. A purposeful sampling technique was used to arrive at the sample size. A questionnaire was used for data collection. Mean and standard deviation were used to answer the research questions while ANOVA was used to test the hypotheses. The study's findings revealed that politics impacts the funding of primary schools negatively. That headteachers receive overhead expenditure funds based on their political affiliations, and that the recruitment, appointment, and promotion of headteachers and teachers are based on political favours. Based on the findings of the study it was recommended that the government should eschew favouritism in the disbursement of overhead expenditure funds to the headteachers. That quota system should be avoided in providing facilities and equipment to primary schools, and that recruitment, appointment, and promotion of headteachers and teachers should be based on merit and not political affiliations.

Keywords: Influence, Politics, Funding, Personnel, Administration, and Primary School

**Management and administration of budgets in secondary schools in Nsukka
Educational Zone in the era of digital economy**

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Abstract

This study investigated the management and administration of budgets in secondary schools in Nsukka Educational Zone in the era of digital economy. Four research questions guided the study. The research design adopted for the study is descriptive survey. The population of the study comprised of 200 respondents comprising of thirty-one (31) principals, thirty-one (31) bursars, sixty-two (62) vice-principals (academic and administration) and 76 heads of departments from thirty-one (31) public secondary schools in the L.G. A. The study made use of total enumeration technique as the size of the population (200) is small and manageable, hence no sample was required. The subjects were made up of 72 male and 128 female respondents. The instrument for data collection was titled Management and Administration of Secondary School Budgets Questionnaire (MASSBQ) which was validated and reliability yielded an index of 0.81. The research questions were answered using mean, standard deviation. The findings revealed among others that the management and administration of budgets in secondary schools could be achieved using digital tools or parameters such as Education Finance Statistics Center (EFSC), District Analysis, District analysis, Review, & Assistance Tools website (DART), District Resource Allocation Modeler (DREAM) and so on. The study recommended among others that annual budget should be prepared by Budget and Planning committee of the schools before the commencement of any academic year so as to absorb the needs of the schools. This will enhance the realization education development in this era of digital economy.

Keywords: management, administration, budget, school budget, digital economy

**The School Code of Conduct as an Antidote to Learner Indiscipline: Reflections from
Secondary School Management Team**

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Abstract

Learners' indiscipline in schools continues to exist despite various interventions made. Order in schools and classrooms is essential for effective teaching and learning because it enables teachers and learners to devote time to learning activities. This study investigated the implementation of secondary schools' code of conduct to alleviate disciplinary issues. The study was grounded on the assertive discipline theory and employed an interpretive paradigm using a qualitative approach through a case study research design. Data was obtained using semi-structured interviews administered to six members of the School Management Team from two purposefully selected quintile three secondary schools. The findings revealed that schools

use the school code of conduct to address and reduce instances of indiscipline. This is done by orally presenting it to learners at school and their parents during parent meetings to inform and remind them about the expected conduct. Afterwards, it is provided for their signature as evidence of their understanding and knowledge. The study suggested that the school code of conduct should be used to assist teachers in efficiently teaching and supervising learners' anticipated behaviour, offering extra guidance and support, and ensuring adherence, rather than just using it to capture and document incidents of misbehaviour. The study concludes that schools should refrain from assuming that secondary school learners already know how to behave as they are in their teenage stage, defined by the significant fluctuations in their behaviour. As such, the study recommends a shift in how the code of conduct is established and implemented in schools.

Keywords: Learners, Indiscipline, Secondary School, School Code of Conduct, School Management Team

Engagement of science process skills for teaching science concepts in early childhood

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Abstract

Science education serves as the foundation for a child's academic success and comprehensive grasp of the world, particularly in the formative stages of education, such as Reception Grade (Grade R). There is a growing need to understand how early childhood teachers engage science process skills in their teaching, specifically when tackling concepts such as floating and sinking. These concepts serve as a fundamental introduction to scientific principles, requiring learners to grasp essential science process skills that contribute to their broader cognitive development. However, little is known about how early childhood teachers apply these skills in their teaching. This research aimed to bridge this gap by delving into the pedagogical depths of early childhood science education. Social constructive theory was used to explore how Grade R teachers engage in science process skills in their teaching of science concepts. Four Grade R teachers were purposefully selected and engaged through qualitative research methods. Data generation was informed by semi-structured interviews, classroom observations, and document analysis. Thematic data analysis was used to unpack the aim of the study. Results reveal that the low engagement of science process skills by participants was strongly influenced by their limited knowledge of content and science process skills when teaching the concepts. This finding implies that the training of early childhood teachers needs to improve and be supported with continuous development programs. This finding may inform teacher training programs and curriculum development efforts geared toward improving science education in the crucial early years of a child's academic journey.

Keywords: Early childhood; Effective teaching; Science concepts; Science process skills

Learners' sense-making in solving algebraic word problems

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Abstract

This study investigates the complex processes involved in learners' sense-making while addressing algebraic word problems, with a primary focus on tenth-grade learners. Employing a qualitative methodology, the research included 34 Grade 10 learners from a secondary school in the Ohangwena region. Data collection involved observations, interviews, and written responses. The findings indicate that learners utilize diverse sense-making approaches, including paraphrasing the problem in their own words, identifying crucial information given in the problems also what was required, accurately applying variables and operations, and ultimately reaching the correct solution. The results shows that, 40% identified crucial information given in the problems, about 28% accurately applying variables and operations, while, 10% ultimately reached the correct solution and 59% paraphrased the algebraic word problems in their own words. The results highlight a noticeable deficiency in sense-making abilities among tenth-grade learners in solving algebraic word problems. While many learners demonstrated proficiency in restating the word problems in their own words, the majority of the learners faced challenges in arriving at correct solutions. This insight underscores the need for targeted intervention and instructional support to enhance learners' sense-making when solving algebraic word problems.

Keywords: Algebraic word problems, Problem-solving, Sense-making.

Assessing Authenticity: An Evaluation of Authentic Assessment Practices in Open and Distance Learning Course Modules

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Abstract

This research paper seeks to evaluate the integration of authentic assessment in six different course modules offered in an open and distance learning programme. Authentic assessment, which is characterised by its practical applicability and relevance to real-world situations, plays a crucial role in enhancing students' critical thinking and problem-solving abilities. The study utilises a mixed-methods approach, employing a comprehensive checklist and semi-structured interviews to systematically assess the extent to which authentic assessment strategies are incorporated into the selected modules. The checklist serves as a structured instrument for objectively analysing the assessment components of each module, with a focus on their alignment with real-life scenarios and practical implementation. Simultaneously, semi-structured interviews with module Coordinators and programme coordinator(s) provide qualitative insights into the reasoning behind assessment design choices, potential challenges

encountered, and perceptions of authenticity in the assessment process. The research aims to contribute valuable insights to the ongoing discussion on effective pedagogical practices in open and distance learning, shedding light on the current state of authentic assessment implementation. By identifying strengths and areas for improvement, this study seeks to inform educators, curriculum developers, and policymakers about the role of authentic assessment in facilitating meaningful learning experiences within the context of open and distance education.
Keywords: Authentic Assessment. Course Module. Open Distance Learning.

Nature of the progressed grade 12 learners' self-esteem at high schools in the Motheo education district

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Abstract

The practice of progression or social promotion at schools is a concern in the South African education system and worldwide. The practice has raised many theoretical and practical concerns regarding its impact on the progressed learners' self-esteem. This study sought to determine the progress of grade 12 learners' self-esteem at high schools. It was embedded within a post-positivism paradigm as reinforced by a quantitative research methodology, and a face-to-face survey research design was adopted. Fifty (N=50) respondents (females = 29, males = 21) were conveniently and purposefully selected from five high schools in the Motheo Education District. Data were collected through questionnaires. The findings demonstrated that progression negatively impacted the progressed grade 12 learners' self-esteem and needed to be mitigated at schools. This study recommended that the South African Department of Basic Education should capacitate schools to become centers of care and support for teaching and learning.

Keywords: Self-esteem, School Progression Policy, progressed learners; progression; retention

Achievement motivation as correlate of acquired pedagogical skills among secondary school chemistry teachers in Enugu state, Nigeria

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Abstract

The study investigated the correlation between achievement motivation and acquired pedagogical skills among secondary school Chemistry teachers in Enugu State, Nigeria. Three research questions and three hypotheses guided the study. The study employed a correlation

research design. The population of the study comprised 326 Chemistry teachers in the public secondary schools in the state out of which a sample of 64 Chemistry teachers was drawn using multi-stage sampling procedure. Two instruments were used for data collection namely: Chemistry Teachers' Achievement Motivation Scale (CTAMS) and Chemistry Teachers' Pedagogical Skills Acquisition Observational Rating Scale (CTPSAORS). The instruments were face-validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. The CTAMS was further subjected to construct validation through factor analysis. The reliability index of CTAMS as determined using Cronbach's Alpha was 0.767 while the reliability index of CTPSAORS was determined as 0.931 using Kendall Coefficient of concordance. Data were analyzed with SPSS version 25.0. Pearson Product Moment Correlation Co-efficient and Hayes PROCESS macro were used to answer the research questions, while analysis of variance (ANOVA) and Hayes PROCESS macro were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that achievement motivation had a positive but low and non-significant correlation with acquired pedagogical skills among Chemistry teachers in Enugu State, Nigeria. Gender had no significant moderating influence on the relationship between achievement motivation and acquired pedagogical skills among Chemistry teachers in Enugu State whereas teachers' qualification had a significant moderating influence on the relationship. Based on the findings of the study, it was recommended among others that regular workshops and seminars should be organized by school administrators for Chemistry teachers to upgrade their achievement motivation and pedagogical skills.

Keywords: Achievement motivation, Pedagogical skills, Chemistry teachers' competency

Teachers' perspectives on learner progression policy in secondary schools: implications for curriculum support

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Abstract

Learner progression is an intervention strategy used to remedy the evolving school dropout rate. When learners are progressed to the next grade without meeting promotion requirements, their academic success becomes dependent on support they receive from teachers to bridge content gap. This paper reports on teachers' perspectives on the progression policy to provide insights on the prospects for progressed learners' academic achievements. Informed by Zone of Proximal Development, the study focus on contextual factors like reflection on the reasons for progression, identification of core content, and remedial plan towards progression policy implementation. This empirical paper is placed within an interpretivism paradigm and is qualitative in nature. The study was anchored in two selected secondary schools and involved four Further Education and Training phase teachers in the Limpopo Province, South Africa. Data was collected through document analysis and semi-structured individual interviews whilst thematic analysis was used to analyse generated data. Findings reveal discrete stance

regarding progression policy and its intents. While teachers understand progression policy intentions and the implications thereof, it's demanding to reach out to individual academic needs of identified learners given various reasons for progression. Results indicate that using scaffolding as instructional practice has the potential to increase progressed learners' learning competencies and ultimately the success of progression policy implementation. Study recommends gradual adjustment of progressed learners learning levels in response to their level of performance.

Keywords: Curriculum support, Learner progression, Teachers

Mathematics education lecturers' experiences in supervising online Teaching Practice Lessons: An UBUNTU pedagogy approach to maximise pre-service teachers' support

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Abstract

This abstract encapsulates a study documenting mathematics education lecturers' experience in supervising pre-service teachers' lesson presentations in various schools across South Africa. The convergent conversation is about the lived experiences of 10 mathematics education lecturers during an online teaching practice at a CODEL university. This qualitative case study draws on UBUNTU pedagogy, which promotes, guides, shapes, and maintains positive community relations grounded on the principles of collaboration, cooperation, coordination, interdependence, and kindness within techno-educational landscape. Data was collected using semi-structured interviews and classroom observations. The collected data was analysed by identifying themes, which were interpreted and talked about to obtain answers to the final research inquiry. The study aims to explore how these experiences can contribute to the development of a collaborative culture through the incorporation of innovative approaches to improve lesson presentations for future in-service teachers. It highlights the valuable insights gained from these experiences and their potential to positively impact the teaching and learning environment. The findings shed light on the significance of fostering a culture of collaboration among teachers to enhance pedagogical strategies and ultimately improve techno-educational outcomes. These challenges may be mitigated through the implementation of well-structured pre-session interactions with pre-service teachers. The practical implications emphasise the significance of reflective practice in education research, especially when conducting research as an insider researcher.

Keywords: CODEL university, Collaboration, Pre-service teachers, Ubuntu pedagogy, Online supervision

Grade 6 mathematics teachers' use of projects

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Abstract

In 2018, the Department of Basic Education (DBE) published a framework titled *Mathematics teaching and learning framework for South Africa: teaching mathematics for understanding* that outlines how teachers could apply better teaching practices. A learner-centred teaching style and appropriate teaching approach such as the use of projects may contribute to the DBE's vision. In Grade 6 a project is part of the formal summative school-based assessment (SBA). To implement this assessment efficiently, teachers need to use project-based learning (PBL) as formative assessment during the course of the year. The problem is that many factors hinder the teachers to implement PBL, such as inexperience and time-constraints. The purpose of the study is to explore the how teachers apply PBL during the course of the year and how a project is used as SBA. The conceptual framework is based on The George Lucas Foundation's steps for the implementation of PBL and the DBE's requirements. The research approach is qualitative and the research design is a case study. Three teachers from three schools were selected through purposive sampling. The data were collected using document analysis, classroom observations, and semi-structured interviews. The findings showed that teachers lack understanding of how to use projects as formative assessment by applying PBL, but also to efficiently use a project as summative assessment. Teachers furthermore complain that PBL is time consuming. Lastly, teachers prefer to keep to the *Recover Annual Teaching Plan (RATP)*, a document being implemented during the Covid-19 pandemic and valid till 2024. It covers less content than the CAPS and there is no mention of the use of projects. It is recommended that pre- and in-teachers be trained on the effective use of PBL and made aware of the vast potential of using projects in mathematics.

Keywords: Mathematics, Projects; Formative, Summative assessment

Reasoning-and-Proving Opportunities in Euclidian Geometry Tasks in South African Grade 10 Mathematics Textbooks

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Abstract

The development of trains of thought that are used to make claims, or to integrate ideas into a coherent whole is integral to the activity of reasoning-and-proving in mathematics. The diversity of the tenets of reasoning-and- proving that are made available in textbook tasks are critical to the potential mathematical competencies that could be fostered during enactment in the classroom. In this empirical paper, the opportunities for reasoning-and-proving (R&P); identifying a pattern, making conjectures, proving proof and non-proof arguments, and evaluating arguments in three mathematics textbooks are explored. The topic of Euclidian geometry is interrogated across the three textbooks' expository texts and exercise sets. The theoretical framework of the tenets of reasoning-and-proving is used to illuminate the textbook tasks accordingly to respond to the following research questions; Which of the

tenets of R&P; identifying patterns, making conjectures, proving proof and non-proof arguments, and evaluating arguments are presented in the three mathematics textbooks' expository texts and exercises on the topic of Euclidian geometry? How do the identified tenets of R&P in the three textbooks compare? What are the learning opportunities that the identified tenets of R&P make available across the three textbooks? A qualitative approach and document content analysis methods were adopted. The preliminary results of one textbook (analysis is still in progress) show that the tenet of "making conjectures" is prioritized in expository texts. While "providing proof arguments" is prioritized in exercises. It surfaced that although R&P is dominant in textbook tasks, there is a need to diversify the tenets of R&P.

Keywords: Argumentation, Euclidean geometry, Reasoning-and-Proving; Opportunities to learn.

Teaching vertical projectile motion: The role teaching experience plays in pedagogical content knowledge development.

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Abstract

This study explored the personal Pedagogical Content Knowledge (pPCK) of novice science teachers before and after their first experience teaching the topic of *vertical projectile motion*. The primary objective was to examine the impact of teaching experience on the development of PCK in novice teachers when addressing vertical projectile motion for the first time. The study assessed pPCK in three phases: (i) before teaching, (ii) during teaching, and (iii) after teaching. The analysis compared pPCK before and after teaching to assess potential improvements associated with teaching experience. Three novice Physical Sciences teachers were purposefully and conveniently selected as participants who taught the topic for the first time. Data collection methods included Content Representations (CoRes) and interviews to capture pPCK, while enacted PCK (ePCK) was observed during lesson presentation and supplemented by video-stimulated recall (VSR) interviews. The conceptual framework drew from the Refined Consensus Model (RCM), specifically focusing on pPCK and ePCK. Three tiered rubrics (with levels Exemplary, Developing and Limited) served as the basis for analysing pre- and post-CoRe data and the recorded lesson observations. The study explored the following components of PCK when teaching *vertical projectile motion*: (1) Knowledge and skills related to the curricular saliency of the topic, (2) Knowledge and skills related to conceptual teaching strategies, and (3) Knowledge and skills related to learners' understanding of the topic. Results indicated variations in teachers' competencies across components of PCK, reflected in both captured and revealed pPCK. The components that were enacted with the lowest competency by all three teachers were knowledge of learners' understanding followed by knowledge of conceptual teaching strategies. However, improvement in all three components was evident in the teachers' pPCK after lesson presentation.

Keywords: Teaching, Projectile motion, PCK development, Content representation

The impact of native dialect on the English proficiency of pupils in Calabar, Nigeria

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Abstract

Calabar stands out as one of the most historically significant and culturally rich places in Nigeria. The bilingual nature of most students in this region makes them often unable to speak English proficiently. Nigeria's main language of instruction is English, so being proficient in it is crucial. This study examines the effects of native dialect on the English proficiency of pupils and their academic performance in the English language. Psycho-Social Variable Questionnaire (PSVQ) and English Language Achievement Test (ELAT) were used to collect data on the academic performance of 100 pupils and 20 teachers. Results indicated that native dialect has an impact on the performance of pupils in the English language in terms of reading fluency, reading decoding, and comprehension. In light of the findings of this study, teachers are encouraged to reflect on the teaching strategies they are currently using and ensure that they use the evidence-based strategies listed in this research when teaching students English who are second language learners.

Keywords: Native dialect, Multicultural Education, Bilingualism, English Proficiency, English Language Learners

An investigation into argumentation in Euclidean Geometry in grade 11 Mathematics textbooks

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Abstract

This research delves into the pivotal role of argumentation in Grade 11 Mathematics textbooks in South Africa, particularly within the domain of Euclidean geometry. Acknowledging the global recognition of argumentation as the lifeblood of mathematics, the study addresses the persistent challenges faced by learners in grasping this crucial aspect of mathematical education. The primary objective of this research is to examine how argumentation opportunities are developed in Grade 11 Mathematics textbooks, focusing specifically on Euclidean geometry. Aligning with an interpretivist paradigm and employing a descriptive qualitative approach, the study utilizes Stylianides' Reasoning-and-Proving Framework. This framework offers a comprehensive analytical model for evaluating the development of reasoning and proving components in mathematics textbooks, encompassing processes such as identifying patterns, making claims, supporting claims, and understanding the overall purpose of argumentation. The research adopts a purposeful sampling strategy, selecting two

recommended and two less common Grade 11 Mathematics textbooks to ensure a diverse examination of argumentation constructs. Document analysis, facilitated by a form with a theoretical framework rubric, serves as the principal data collection method. This rubric guides the systematic examination of expository text and exercise tasks within the selected textbooks. In conclusion, this research aims to contribute significantly to the understanding of argumentation in South African mathematics textbooks, offering nuanced insights into the construction of argumentation opportunities in Grade 11 Mathematics textbooks, particularly in the context of Euclidean geometry. The findings have the potential to inform pedagogical practices and curriculum development, addressing the existing gap in the literature and enhancing learners' argumentation skills in the South African mathematics education context.

Keywords: Argumentations; Textbooks; Geometry; Mathematics

Exploring the potential of teaching Physical Sciences with the Rural Blended Learning Strategy – a case of rural schools

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Abstract

The significance of Physical Sciences and its future implication for the STEM education cannot be doubted. However, the performance of the subject has been unstable ever since the inception of National Curriculum Statement in South African schools. Being in the fourth industrial revolution signal the necessity for solution to the challenges in the teaching of Physical Sciences. However, different authors report some gaps in the implementation of technology in our schools. Nonetheless, where there are challenges there are opportunities. This paper reports on the potential of implementing the Rural Blended Learning Strategy during the teaching of Electromagnetic radiation. It was a case study design, with the Physical Science teacher, his learners, school principal, School Governing Body member, community leader, and network provider as participants. A criterion sampling strategy was used to choose a rural school as my case of interest. Data was collected through semi-structured interviews, focus group interview, field observations and classroom observations. The findings highlight challenges such as network issues, poor institutional support for learners, lack of knowledge and lack of exposure for blended learning and learning management systems. However, there were plenty of opportunities which included availability of devices and computer laboratory, flexibility of bringing in devices to school, exposure to social media for learning, video-conferencing platforms exposure, and availability of reliable Wi-Fi network. Recommendations are made.

Keywords: Blended Learning, Rural Schools, Physical Sciences, Connectivity, Institutional support

Contemplating the use of the life sciences examination guideline for sustainable knowledge acquisition

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Abstract

The research reported on in this study focuses on how Life Sciences teachers understand and utilise the examination guideline document provided by the national Department of Basic Education in South Africa. This guideline specifies the breadth and depth of the Life Sciences content to be assessed in the National Senior Certificate (NSC) Examination, to assist teachers in adequately preparing Grade 12 learners for their final examinations. The aim was to determine whether the use of the examination guideline by teachers may have a favourable or unfavourable impact on the mastery of the Life Sciences content in support of sustainable knowledge acquisition and application. For data collection and documentation, we relied on document analysis, semi-structured interviews, one focus group, observation, field notes and reflective journals. Findings indicate that teachers used and implemented the examination guideline in different ways and experienced a range of challenges, which in turn affected the performance of the learners. The findings highlight the importance and significance of sound monitoring and evaluation processes during policy implementation in support of effective implementation that will align with the intended purpose of the document. If education policies are implemented more effectively, sustainable knowledge, skills and attitudes acquisition may be supported.

Keywords: examination guideline, knowledge sustainability, Life Sciences, policy implementation, teacher development

Adult Education and the Digital Economy in the Global South: Empowering Individuals and Promoting Community Development

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Abstract

In an increasingly interconnected world, digital technologies have emerged as effective drivers of economic growth, social empowerment, and knowledge diffusion. Adult education, as a field, has the capacity to accept the changes caused by the digital economy through its non-formal, continuing education, and lifelong learning programs. However, the Global South, which includes varied countries with distinct socioeconomic issues and inequities, confronts a large digital divide that prevents them from fully participating in the digital revolution. This study examines the potential of adult education to bridge this gap and unleash the transformative advantages of the digital economy for individuals and communities in the

global south. It underlines these digital technologies' revolutionary potential, such as improved market access, financial services, and job opportunities. The technique would be a historical and systematic literature review to investigate the role of adult education in providing people with the requisite digital skills and competencies. It continues by exploring the potential effects of effective adult education on the overarching aims of inclusive development in the global south. It emphasizes the possibility for reducing poverty, inequality, and social exclusion by empowering people to use digital technology for income production, lifelong learning, and civic involvement. It also underlines the necessity of promoting collaboration among governments, educational institutions, civil society organizations, and the commercial sector in order to establish an environment conducive to adult education and digital inclusion.

Keywords: Adult education, Digital economy, Global south, Individual empowerment, Economic growth

Of Educational in the Global Economy: Effectiveness of Instructional Materials in Teaching of Arabic Language in Selected Secondary schools in Ibadan north Local Government, Oyo State, Nigeria

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Abstract

Teaching and learning of Arabic language is flourishing in Oyo state of Nigeria, especially in private and public secondary schools. Several scholars have attempted to investigate the curriculum and syllabus of Arabic language, taught at various secondary schools across the state, with scant attention paid to the instructional materials in teaching the subject. Therefore, this research paper examined the effectiveness of instructional materials in teaching Arabic language in selected secondary schools in Ibadan North Local Government, Oyo State. This research adopted the descriptive survey research design, all the senior secondary schools in Ibadan north local government area constituted the population. The study was limited to four (4) randomly selected secondary schools in Ibadan north local government area. A total of eighty (80) students and twenty (20) teachers, were selected from four (4) secondary schools in Ibadan north local government area. The data were collected using two research questionnaires for both the students' respondents and teachers 'respondents tagged "effectiveness of instructional materials in teaching Arabic language in selected secondary schools". The data were analyzed using relevant statistical tools of percentages, frequently count and percentage was used to describe the demographic characteristics of respondents while simple analysis method such as percentage indices and chi-square was used to answer the research questions and hypothesis postulated in the course of this study. The study revealed that; there is non-availability of instructional materials in teaching Arabic language in schools; instructional materials significantly determine students' academic performance in the teaching

and learning of the subject and non- availability of instructional materials significantly affects teaching of Arabic.

Keywords: Global economy, Arabic education, Instructional materials, Nigeria

Safety and digital economy in the global south: an educator's approach

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Abstract

The rapid growth of the digital economy has created various opportunities for individuals, organisations and communities particularly in the global south. Many countries in the Global South struggle with high levels of poverty and income inequality, leading to significant disparities in digital divide and limited Access to Education. Education systems in the Global South often face challenges such as inadequate infrastructure, insufficient funding, and a shortage of qualified teachers. The digital economy's disruptive effect can also be seen in a variety of sectors, including health, family life, financial services and communication networks. These problems require safeguarding individuals' safety and security in the ever changing contexts. This paper uses systematic literature and critical analysis to investigate the main significant benefits of an internet based economy with improved access to information and markets, job prospects, and economic growth. It will then introduce the notion of safety education in a digital economy and its role in equipping individuals to traverse the digital landscape. Safety education can help to reduce the risks posed by digital economy.

Keywords: Safety, Digital economy, Global south, Educator's approach

Exploring the role of Technology in enhancing Setswana language learning for university students

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Abstract

Setswana is one language which is not highly regarded in high esteem and important in the schooling lives of some students. The paper investigates whether the advent of technology has a bearing in sparking some interest of students to pursue learning the language in question. Furthermore, the paper examines the multifaceted relationship between technology and Setswana language learning among university students. While technology offers unprecedented opportunities for accessibility, engagement, personalization, communication, and resource availability, it is not a panacea for fostering a love for language learning. Through

a nuanced analysis, this study underscores the importance of intrinsic motivation, human interaction, quality content, and balanced utilization of technology in the language learning process. By recognizing both the potential and limitations of technology, educators and learners can harness its benefits while preserving the essential elements of language acquisition. The findings are that technology plays a pivotal role in language acquisition and deepening of the love for language by university students.

Keywords: technology. Languages Setswana, teaching, and learning.

Navigating the Absenteeism Conundrum: Understanding the Trends, Challenges and Solutions in schooling landscape.

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Abstract

Absenteeism poses significant challenges across various sectors, impacting organizational productivity, morale, and overall performance. This study delves into the complex problematics surrounding absenteeism challenges, aiming to provide a nuanced understanding of its multifaceted nature. Drawing from an extensive review of literature and empirical evidence, this study identifies key factors contributing to absenteeism, including organizational culture, job satisfaction, work-life balance, health issues, and managerial practices. Furthermore, this study highlights the diverse consequences of absenteeism, and examines whether this phenomenon influences general performance. It explores the interconnectedness of absenteeism with broader socio-economic factors, such as demographic shifts, technological advancements, and global health crises, underscoring the need for adaptable strategies to address evolving challenges. Moreover, this abstract examines existing interventions and policies aimed at mitigating absenteeism, assessing their effectiveness, and identifying gaps for improvement. It underscores the importance of holistic approaches that prioritize employee well-being, engagement, and organizational support systems. This underscores the imperative for organizations to adopt proactive measures to tackle absenteeism challenges comprehensively. The findings are that absenteeism have an adverse effect on the general performance of learners in schools. It has also been shown that there are gaps created in learners' knowledge if they continuously absent themselves form school.

Keywords: Absenteeism, Schools, Productivity, Performance

Does multilingual education policies in South Africa impact on learning outcomes: A systematic literature review

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Abstract

Despite the intensification of multilingual education policies over the last four decades, only few studies have focused on its' impact on learning outcomes. These studies are neither recent nor systematic. In this study, our aim is to contribute to the research gap by systematically reviewing the research evidence on how multilingual education policies impact on learning outcomes which intersect with broader social, cultural, and political contexts in South Africa. A variety of data collection methods were utilized, including document analysis, online database searches, and examination of government websites. Our data span between 2013 and 2023 focusing specifically on language rights, linguistic diversity, and the efficacy of language instruction. We explored effective strategies to support students in multilingual classrooms. One of our findings show that although multilingual education policies have some positive impact on learning outcomes, it has its' own challenges which result to declines in students' achievements. The study contributed to new research by proposing a framework called "Mother Tongue-Multilingual Education (MT-ME) to enhance the implementation of multilingual education in South African universities.

Keywords: Education policies, Language, Mother tongue, Multilingual education

Human Resources Development for Energy Sustainability in the southeast federal universities, Nigerian

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Abstract

The study investigated the extent to which human resource development can help in energy sustainability in Federal Universities in the South East States of Nigeria. Four research questions (and four null hypotheses) guided the study. The population for the study was 8, 220 respondents comprising 620 lecturers and 7, 600 third year students of the Department of Educational Foundations and Department of Public Administration and Local Government of federal universities in the five South East States of Nigeria. The sample for the study was 1, 620 respondents. The findings from the study revealed among others: that human resource development can help in energy sustainability by equipping both staff and students with the requisite competencies with which to tackle challenges in energy sector, innovative practices for energy sustenance, knowledge on clean renewable energy production; raising their consciousness on environment literacy. Based on the findings it was recommended among

others that higher institutions of learning should be used as research centres for clean renewable energy promotion.

Keywords: Human Resource, Development, Energy, Sustainability

Awareness and attitudes of secondary school biology teachers and students towards climate change in Nsukka local government area of Enugu state, Nigeria

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Abstract

The global rise in atmospheric temperature and the oceans has caused drastic change in the environment and global ecosystem. This calls for the need to ascertain the awareness of the populace to this ecological issue. The study investigated the awareness and attitudes of secondary school Biology teachers and students towards climate change in Nsukka Local Government Area of Enugu State, Nigeria. Four research questions and null hypotheses guided the study. Descriptive survey research design was adopted using a population of 2,568 (2,514 biology students and 54 biology teachers) in secondary schools in Enugu State. Simple Random Sampling technique was used to sample 250 biology Students and 18 biology teachers (268). Data for the study were collected using questionnaire titled ‘Awareness and Attitudes of Teachers and Students towards Climate Change’ (AATSTCC). Validity of the instrument was established using Cronbach Alpha with reliability values of 0.939, 0.888, 0.763 and 0.729 for cluster A to D with overall reliability index of 0.928. Data were analyzed using mean, standard deviation and t-test. The results revealed that; Biology teachers and students have low awareness and negative attitudes towards climate change. Ignorance and poor access to information sources among others constituted major factors to the low awareness and attitude. Based on the findings, it was recommended that Government should provide more awareness and sensitize the people on dangers of climate change. Also, curriculum planners should include climate change as a major topic in secondary school Biology curriculum.

Keywords: Awareness, Attitude, Climate Change, Biology, Environment

Children Discipline in a Digitalized World: Nigeria Experiences

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Abstract

The paper examined children discipline in a digitalized world with focus on Nigeria experiences. Extant theories of punishment were also examined and sustainable development goals on students right to education was also looked into. Finally, the paper listed and explained the best disciplinary practices for children in a digitalized world.

Keywords: Children, Discipline, Digitalized and world.