

An Analysis of the South African History of the Culture of Teaching and Learning

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Abstract: Purpose: The aim of this study is to the analysis of the South African history of the culture of teaching and learning. This study was driven by the desire for effective teaching and learning within the South African context. **Design / Method / Approach:** The information in this research came from outside sources (secondary sources). Journal articles (after peer review), dissertations (both published and unpublished), internet sources, and textbooks were used as informational resources. **Findings:** Teachers believe they have no say in the development of the educational system but are expected to execute its policies and procedures. Fear of change can lead to inappropriate behaviour. For a country to have globally competent citizens it needs to review its curriculum. South Africa has undergone a substantial educational change since the mid-1990s, but its efforts to implement new curricula have been problematic. After the dawn of democracy, concerns were raised about the decline of a positive culture of teaching and learning, especially in disadvantaged township schools. **Theoretical implications:** there is a lack of theory on an analysis of the South African history of the culture of teaching and learning. Thus, this study seeks to expand the theory. **Practical implications:** Findings from this research will advance the science behind the culture of teaching and learning in South Africa. **Originality / Value:** This research will shed light on the development of South Africa's teaching and learning culture, provide suggestions gleaned from its findings, and point the way toward other avenues of inquiry. **Research Limitation & Implications:** This research was constrained by the quantity and quality of published secondary sources at the time of writing.

How to cite this paper:

Mdhloshe, D., Fakude, Z., & Ramaphakela, J. (2022). An Analysis of the South African History of the Culture of Teaching and Learning. *Open Journal of Educational Research*, 2(6), 289–300. Retrieved from <https://www.scipublications.com/journal/index.php/ojer/article/view/499>

Keywords: Curriculum, Education, Culture of Teaching and Learning, South Africa**Received:** September 12, 2022**Accepted:** October 30, 2022**Published:** November 1, 2022

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1. Introduction

The introduction of the Bantu Education Act in 1953 caused turmoil in the education system. The turmoil led to struggles and events that were not conducive to teaching and learning during the period between 1976 and 1980 [1]. Township schools were characterized by a negative culture of teaching and learning across all grades, high absenteeism, late coming by both educators and learners and irregular attendance of classes [2]. The inability of schools to create a positive culture of teaching and learning through classroom management was a major cause for concern. Political and social instability that existed in South Africa prior to the dawn of democracy led to a crisis in the education system. The crisis was characterized by protest marches, strikes and boycotts of classes by learners and educators against the so-called Afrikaans used as a medium of instruction [3]. During those times, learners developed a negative attitude towards the

education system and schooling [4]. The next paragraph gave a brief background of the schooling system post-apartheid.

In South Africa, the pursuit of independence ultimately took precedence over the pursuit of education [5]. That changed how seriously people took their education at the time. South African education system post-apartheid faced crucial changes and problems and had to reconstruct the education system needed to create a positive culture of teaching and learning in schools [6]. The frequent disruptions of schools by learners created an environment that was not conducive to teaching and learning at that time [7]. School buildings were burned, and furniture and educational equipment were destroyed or stolen by both learners and community members. That led to learners developing a negative attitude towards schooling and they lost dedication and willingness to learn [8]. Educators lost their professional ethos and the climate in schools deteriorated into an unsafe environment for teaching and learning. School managers lost control of both educators, learners and principals were viewed as being on the side of the Department of Basic Education (DBE). In the mid-1980 calls to re-introduce the positive culture of teaching and learning was made by leaders such as Mandela and Sisulu, while education problems were being negotiated by community representatives and departmental officials [7]. There was a serious need for education stakeholders to discuss how creation of a positive culture of teaching and learning could be established in South African schools.

A public debate ensued regarding the Culture of Learning, Teaching and Services (COLTS) in relation to the South African schooling system. [9] posited that there was a need for a paradigm shift regarding the culture of teaching and learning within the education system in South Africa. Stakeholders in education realized that the negative culture of teaching and learning through resistance had to stop and it was time for reconstruction and development of the positive culture of teaching and learning in South African schools. The Reconstruction and Development Program (RDP) was introduced to focus on rebuilding the material and social conditions that would be necessary for schools to create a positive culture of teaching and learning [9]. That resulted in most school buildings being renovated and necessary facilities and infrastructure such as electricity, water, and libraries being provided to selected schools. There was also a focus on capacity building of governing bodies, school managers, parents, educators, and learners to ensure that they contributed positively to the reconstruction of the education system in South Africa. Apart from all efforts that were done then and currently, there were still schools with learners who were unable to read and write, could not concentrate academically, punctuality problems of educators and learners, irregular class attendance, weapons in schools, use of drugs and cheating during examination [10]. Global trends included an increase in stakeholder participation, and the devolution of certain decision-making powers from central to schools, which apparently placed a range of new demands on the education system globally [11]. The following is a short overview of two African countries regarding the culture of teaching and learning.

The poor performance of the education system is described by [12] as a common problem in most African countries. Despite the Zimbabwean Government's efforts to provide quality resources such as infrastructure materials, qualified personnel, physical facilities, expatriate educators and financial assistance to promote effective teaching and learning in schools, learners in Zimbabwe still failed in grade seven public examinations. The Zimbabwean government tried to provide useful and viable resources to positively lift the standard of education systems, but in some schools, learners were still unable to read and write. Pathetically learners in rural areas, schools performed academically poorly at the level of zero percent pass rate. Sunday Times, 21 June 2009, reported that poor quality teaching, educator absenteeism and negative perception towards teaching and learning, were found among the reasons why Zimbabwean learners drop out of school or attended irregularly [13].

The poor performance of the Zimbabwean education system has been noted by [12]; while [14], referred to the decline in quality education that has led to the investigation into the instructional leadership role of schools in creating a positive culture of teaching and learning in the Midlands province of Zimbabwe. There have been several indicators regarding the deteriorating state of education in Zimbabwe. To address the decline in the quality of education, [14], reported that school principals needed to develop a school vision for teaching and learning as a top priority. For the purposes of this study, for the culture of teaching and learning to take place, educators needed to acquire ongoing self-development in the field of teaching [15]. Namibia was another country that the researcher examined for more understanding of the phenomenon under investigation.

In Namibia before independence, the average education to learners was approximately 1:55 and 1:45 for primary and secondary schools, especially in the previously disadvantaged regions, compared with less than 30:1 learners for their affluent peers in white schools [16; 17]. The imbalances of the Namibian education system among its citizens were one of the most profound features of the country's history [18]. Like other countries in Southern Africa that emerged from the colonial regime, the new goals for education in Namibia were set as a response to dissatisfaction expressed towards lack of relevancy in both the content of the school curriculum and the assessment system of the Cape Matriculation Examinations of South Africa [19].

The dissatisfaction, as [19], asserted, emanated from the schools and the curriculum was organized and implemented on a racial basis, the curriculum content and assessment procedures were foreign. [20] clearly asserted that the basic competencies in the Annual Teaching Plan could have stated what understanding and skills a learner must demonstrate because of a teaching-learning process, and it would be assessed as originally envisaged that the curriculum is learning-driven than examination driven. After independence, Namibia introduced various education policies to improve the provisioning and delivery of education to all communities, regardless of their geographical location [21]. In Sub-Saharan countries like Namibia, nomadic education programmes were developed, and mobile schools were established in the Northwest of Namibia to address the educational needs of the learners within a broad framework provided by the Education for All Initiative. The aim of this study is to the analysis of the South African history of the culture of teaching and learning. This study was driven by the desire for effective teaching and learning within the South African context, however, it was also imperative to compare the South African education system with that of African countries. The next section gave a brief background of problems within the South African schooling system which prompted this study.

2. Problem Statement

The struggle for freedom in South Africa caused education to take a back seat to the attainment of freedom. This had an impact on the way schooling was conceived at the time. This was tantamount to ungovernability in all areas of life, including education. The effects of ungovernability in schooling were the corrosion and erosion of the culture of teaching and learning by educational practitioners. This was precisely what prompted this study. This study considered the fact that the culture of teaching and learning manifested itself in the classroom. It was therefore not surprising that the researcher in this study focused on creating a positive culture of teaching and learning through classroom management. Notwithstanding the major policy changes and the nominal establishment of a single ministry National Education in July 1994, schools were still plagued by crime, bullying, inequality, and a lack of positive teaching and learning culture [22].

The South African education system was faced with several problems such as violence in schools, poor performance, inadequate sanitation, and an increased rate of school dropouts. This study examined an analysis of the South African history of the culture of teaching and learning. The problem identified in this study is the breakdown of

teaching and learning culture in several South African schools was reflected in multiple socio-educational problems in schools such as poor academic performance of learners, abuse by both educators and learners, high dropout rate and demotivated learners as observable characteristics of negative teaching and learning culture. [23] affirmed that the major problem that faced South African schools was the restoration of a positive culture of teaching and learning. [24] also opined that one of the most important goals in education was to restore a positive culture of teaching and learning to improve learner achievement.

3. Theoretical Framework

This study employs critical theory as its theoretical framework. The critical theory was developed in a research facility affiliated with the Frankfurt School in Germany in the year 1923. Critical theory is an alternative method of thinking that emphasises problem-solving. Humans are the focus of critical theory, which seeks to free people from "the domain," or what happens when one's objectives and methods for accomplishing them are mandated [25]. That truth may be produced or uncreated by humans, and that the environment impacts human-generated ideas, are essential tenets of critical theory, as articulated by [26]. This theory would help the researchers understand the South African history of the culture of teaching and learning. Since critical theory exposes the underlying assumptions and beliefs that shape contemporary society and maintains that formal education systems are ineffective, it is well suited to the goals of this investigation [26].

4. Data Collection Method

Primary data is data that was acquired for the goal of the study or analysis at hand, as opposed to data that was obtained for another reason and then analysed. Secondary data is information that was obtained for another reason [27]. The information in this research came from outside sources (secondary sources). Journal articles (after peer review), dissertations (both published and unpublished), internet sources, and textbooks were used as informational resources. Working with secondary data is cheaper, saves time, and the sheer volume of information that can be accessed [27, 28].

5. Materials and Methods

5.1. Education Change in South Africa

Education change happens across the world. [29] has emphasised that curriculum change is unavoidable. Each country needs to revise its education to meet global standards. South Africa has experienced major reforms in terms of its education systems since the mid-1990s this was caused by the change from apartheid education to an education system that was inclusive and in line with the country's constitution [30]. It was time for South Africa to change its systems however many attempts at a new curriculum have become problematic [30].

A recent study conducted by [31] has highlighted those teachers are not happy with procedures that are followed during curriculum change in the country. Teachers feel like they are left out of the planning of the education system, yet they expect to adapt to it and implement it in the classrooms. This could be part of the main reasons apart from the Bantu education South Africa has changed its education systems. South African education changed from Bantu education to Curriculum 2005 which came with its own challenges. Due to those challenges, it was then changed to Outcomes Based Education (OBE) which was also not a success then further we had the Amended National Curriculum Statements (NCS) which was further amended to the Curriculum and Assessment Policy Statements (CAPS).

Teachers are not happy with changes in curriculum hence this study wants to examine their perceptions in terms of the new curriculum; teachers are expected to voice

out the challenges, and support programmes available to them internally and externally and indicate what they think will work for them since there are the ones in the classroom doing the teaching.

5.2. Curriculum Changes in South Africa

After the first elections of a new democracy, In South Africa in 1994 there was a need for a new education system that underpinned the new constitution. The values of the Constitution indicated the following [32]: A starting point for removing apartheid from our schools and curricula; and a platform for developing a new sense of national identity, based on human dignity and respect for all people, rather than on racial, gender and class division.

The new Department of Education (DoE) developed its vision of a different future for South Africa's children through the National Qualifications Framework (NQF) and the first NCS, and Curriculum 2005. Curriculum 2005 has been a steppingstone for implementing the OBE approach (Pierre du Plessis *et al.*, 2007) in [33]. Outcomes-based education can be defined as a system of education that needs teachers and learners to have their focus on the wanted end results of each process.

The desired end results have named the outcomes of learning, and learners had to demonstrate that they had acquired them. The other focus is on the instructive and learning processes that guide the learners to these end results. Educators were expected to use the learning outcomes as a focus when they make instructional decisions and plan their lessons [34]. Outcome-Based Education uses a learner-centred, result-oriented approach to learning which is based on the belief that all individual learners must be allowed to reach their full potential.

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve their highest level possible [33]. This is done by setting the outcomes to be achieved at the end of the process [35]. Outcomes-based education clearly highlights the high expectations of what all learners can achieve. The outcomes at the end of the learning shape the learning process itself. The process of learning is considered as important as what is learnt, and it is an activity-based approach to education designed to promote problem-solving and critical thinking [35].

Outcomes-Based Education primarily focuses on the resources that are available to the student and are called inputs. It assists learners with better instructional support now than in the previous curriculum. Rather than just presenting or covering the syllabus as in the past, educators in OBE must ascertain whether learners have mastered the content, concepts, skills, and habits of mind before advancing [36]. The teacher is regarded as someone who can transform learners. Generally, OBE has been regarded the fact that it has three roots, namely competency-based education, mastery learning and criterion-referenced assessment [33]. Outcomes-based education has eight learning areas and Economic and Management Sciences (EMS) is one of them [35]. In 2010 NC ' was reviewed and replaced by the National Curriculum Assessment and Policy Statements. The new NCS consists of General Education and Training (GET) learning areas and the Further Education and Training (FET) subjects in the amended CAPS policy, subjects are all phases.

The first NCS was introduced in 1997 with the challenges that faced the implementation of the new curriculum, a Ministerial Review Committee recommended a strengthening of Curriculum 2005 through the production of revised national curriculum statements for schools. The NCS aims to provide a curriculum that will ensure a broad, general education for all at the highest level possible [32]. During the implementation of NCS, teachers had many questions about the curriculum, and nobody was able to give the correct answers. There was a lot of confusion and teachers were overloaded. Learners underperformed in international and local assessments.

After constructive research with teachers and many stakeholders in the educational community, the minister of Basic Education appointed a ministerial task team to review the implementation of NCS in 2009. The duties of the task team were to find the challenges that negatively affected the quality of teaching in schools and to find solutions to the challenges in the curriculum [37]. The NCS solution was to amend the curriculum. The amendments commenced in 2012, National CAPS was developed for each subject to replace the old subject statements, learning programme Guidelines Subject Assessment Guidelines in grades R-12, as well as the amended National CAPS, grades R-9 (2002) and the National Curriculum Grades R-12 (2004) [37].

The amended or new National Curriculum Statements for grades R-12 are based on the following principles [37]:

- *Social transformation*: ensuring that the educational imbalances of the past are redressed and that equal educational opportunities are provided for all sections of our population. In EMS classrooms teachers should try to create opportunities for learners to research and discuss questions such as how many people in their families have studied Accounting, Economics, or Business Studies and to what levels [38].
- *Active and critical learning*: encouraging an active and critical approach to learning, rather than rote and uncritical learning has given truths.
- *High knowledge and high skills*: The minimum standard of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all the subjects.
- *Progression*: content and context of each grade show progression from simple to simple.
- *Human rights, inclusivity, environmental and social justice*: The NCS, grades R-12 (General), is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability, and other factors.
- *Valuing indigenous knowledge systems*: Acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the constitution. Teachers should encourage learners in EMS classrooms to recognize sources of relevant indigenous knowledge. Learners should be taught to value smaller enterprises and informal businesses [38].
- *Credibility*: quality and efficiency: providing an education that is comparable in quality, breadth, and depth to those of other countries. The current NCS has all the above except only two which formed part of OBE and integration of applied competencies.

Change can sometimes be confusing, especially when one does not understand it or when they do not think it was necessary. Fear of change can lead to inappropriate behaviour. In South Africa, the minister of education felt there was a need for change in the curriculum. [39] indicates that change in curriculum is not something unique to South Africa. It happens in almost all countries; curriculum change typically reflects changes in the needs of the community. He further indicates that the Minister of Education Angie Motshwaga has indicated that as a nation we must work against the fear of change to build confidence and enthusiasm in learners and teachers. However, proper training and development need to be done to enhance positive perceptions, especially of teachers.

Curriculum change happens almost all over the world. This is due to rapid changes in technology and ways of living. For a country to have globally competent citizens it needs to review its curriculum. Curriculum review has become a threat in most cases because most people do not like to change the way they have been doing things before. [40] argues that education reform in South Africa has resulted in several tensions. This tension includes tension between vision and realities, between curriculum framework and

applicability between budget concerns and commitments such as equity and redressing the imbalances of the past. There have been debates on curriculum reform in South Africa. [41] argues that curriculum change in the south has been more political than checking the needs of the country; however, South Africa needed a change after 1994 since it was the first democratic era for the country. A new curriculum was needed to redress the imbalances of the past which were racism, poverty, and huge inequalities within the schooling systems.

South Africa has undergone a substantial educational change since the mid-1990s, but its efforts to implement new curricula have been problematic. [31]; [42] indicate that in practice, teachers are still experiencing ongoing implementation challenges and are dissatisfied with the quality and quantity of professional development they receive from within their schools and from the DBE thus this creates negative perceptions of teachers. Whenever a curriculum is developed there are challenges that it encounters and most of these challenges affect teachers because there are the ones in the classroom and there are the implementers of the policies [43]. He further identified the following to be part of the implications of development in teachers:

- The shift of the role of the teachers, now teachers are no longer conveyors of information rather they must be curriculum agents and developers, this means that teachers are responsible for the success of any curriculum. Teachers need to create a balance between learning processes and learning outcomes and this has been identified as the most essential role of the educator.
- There needs to be a close link between the classroom and the reality outside especially if the learners need to be prepared for the world.
- The traditional division of content in the form of school subjects has been replaced with a division in which content is grouped into learning areas which also changed back to subjects in 2012.
- Teachers will have to use a variety of methods that promote learner involvement and cooperative learning. Strategies need to be reviewed and implemented which enable the methods to be used in classes with large numbers, in schools with fewer resources and facilities, and in schools where teachers themselves have not been prepared to use the methods. Teachers are also required to adjust to the way learners respond. This has certain implications for the in-service training of teachers [44].
- Parents must also be kept fully informed during dissemination and implementation.

This clearly indicates that teachers need to be fully developed when it comes to the new curriculum since teachers are the ones who are in the classroom. They know what is going on in the class. The way they react to curriculum changes determines the outcome of the results of the learners. Their perceptions are crucial to teaching and learning. [45] says a teacher's adaptation and style determine the standard and the quality of what takes place in the classroom. The teacher has been identified as a very important person to ensure successful teaching and learning. Apart from curriculum changes EMS teachers have been faced with several challenges that hinder curriculum delivery.

5.3. Teacher's Perceptions and Curriculum Changes

[43] argues that ensuring complete curriculum development becomes a success requires a positive climate with a view to obtaining greater teacher participation. The research done by [46] suggests that teachers interpret and react to the policy according to what they have experienced in the past which means the way they were taught influences the way, they teach. Teachers' perceptions and curriculum changes imply that whenever there is a curriculum change it is likely that teachers will be affected because now, they

need to change the way they have been teaching to the way the new curriculum requires them to. Hence challenges are faced by teachers who are on the system since when a new curriculum is implemented, they need to adjust to the changes which include new content, teaching plans and teaching strategies. Teachers need to understand the policy and implement it correctly.

[47] indicate that having a positive perception of teaching and learning is essential. They emphasize that positive teaching identity is contagious; it can be easily transferred from one person to the other. This implies that whenever the teacher is positive and enthusiastic the influence will be moved to the learners and learners will adapt to the atmosphere of a positive classroom. Teachers' perceptions can improve or destroy confidence, achievement, and the well-being of learners. Negative teachers' perceptions can destroy learners' academic progression and increase learners' psychological disorders and physical symptoms of stress. Educators who humiliate learners can leave them feeling belittled [48]. Different learners respond differently to learning situations [49].

5.4. Culture of Teaching and Learning

[50] and [51] described a positive culture of teaching and learning as attitudes of educators and learners towards teaching and learning and the spirit of dedication and commitment in a school which arose through the joint efforts of school management, the input of educators, personal characteristics of learners, factors in the family of learners and school-related factors as well as societal factors. The nature of the physical environment and the availability of facilities and equipment was important element in establishing a positive culture of teaching and learning in schools. Adequate and decent facilities and equipment created a positive environment in which effective teaching and learning took place [9]. How both educators and learners responded to one another during the process of teaching and learning, and the commitment they both displayed towards teaching and learning created a conducive environment for teaching and learning.

After the dawn of democracy, concerns were raised about the decline of a positive culture of teaching and learning, especially in disadvantaged township schools. It was also evident through the initiative taken by the Department of Education by establishing COLTS units in different provinces with an aim of establishing a positive culture of teaching and learning. [52] viewed violence between learners and learners and educators as a harmful force on the morale of both educators and learners and it destroyed the positive culture of teaching and learning. The conflict generated in classes had a negative impact on learners and educators and was pedagogically unacceptable. The problem in South African schools was that a negative culture of teaching and learning was reflected through learners, who performed poorly in reading skills, poor attendance by both educators and learners, over-age learners, and gang-related activities in schools [22]. Learners and educators who were committed to schoolwork ended up feeling insecure and that feeling defeated their quest to meet their obligation of creating a positive culture of teaching and learning [53].

In a school with a positive culture of teaching and learning educators' morale was high, educators felt positive about each other and at the same time, experienced a sense of accomplishment from their work [54]. A positive culture of teaching and learning engaged learners constructively to achieve educational goals. [55] posited that a positive culture of teaching and learning was an environment where stakeholders valued the processes of teaching and learning, and the day-to-day activities reflected a commitment to teaching and learning. For the purposes of this study, a positive culture of teaching and learning reflected convictions, values, and expectations of the members of the school that influenced the attitudes and work practices of educators and learners had a determining factor in the culture of teaching and learning [56]. A comparison of a negative culture of teaching and learning with a positive culture of teaching and learning was explored below.

[9] described common features of a negative culture of teaching and learning as poor attendance by both learners and educators, educators lacking a motivation to teach, tensions amongst the school community, vandalism, drug abuse, poor school results and poor state of the buildings. The researcher contented with the description above because the description depicted the absence of values and norms which shaped the attitude of stakeholders regarding the education and schooling processes. Schools with a positive culture of teaching and learning reflected a sound classroom environment, sound home-school relations, effective leadership, neat buildings and facilities, availability of resources, high professional standards by educators, healthy relations, effective instructional leadership, and shared sense of purpose. [57] contented that effective teaching and learning led to improved learners' achievement of educational goals. The next section examined classroom management.

5.5. Laws Regulating South African Schools

Education provision in South Africa is governed by pieces of legislative frameworks that regulated teaching and learning in private and public schools to ensure education is provided in a fair and equitable way. The Constitution of the South African Republic was the supreme law, and it formed the basis of all other Acts legislated in parliaments such as the Employment of Educators Act, the South African Schools Act, and the National Education Policy Act. For the purposes of this study, the researchers briefly outlined the core section of the Constitution of the Republic of South Africa, Act 108 of 1996, the South African Schools Act, no, 84 of 1996 and the National Curriculum Statement [58].

5.5.1. Constitution of the Republic of South Africa (Act 108 of 1996)

The Constitution of the Republic of South Africa (Act 108 of 1996) provided the basis for curriculum transformation and development in South Africa. In terms of section 29 of the Constitution, every child had the right to basic education irrespective of their condition or environment. The constitution placed the responsibility on learners to make use of the right to learn and not act in a manner that prevented other learners from enjoying the right to education [59]. The Constitution accorded children the right to education and prioritized the opportunities for learning for children under the age of 18 [59]. It was the responsibility of school managers to create a positive culture of teaching and learning environment for learners to achieve educational goals.

5.5.2. South African Schools Act (SASA), Act 84 of 1996

Chapter 2 of South African Schools Act 84 of 1996, 3 (1) stipulated that every parent must cause every learner for whom he or she is responsible to attend school from the first day of the school day in which such a learner reached the age of seven years until the last school day of the year in which such learner reached the age fifteen years or the ninth grades, whichever came first. School Management Teams were tasked to support the Act by ensuring that effective teaching and learning took place, and they managed curriculum delivery. South African Schools Act section 20 (1) further stipulated those educators, the School Governing Bodies (SGBs) and the state needed to account to learners and their parents for the quality of education they provided. [41] affirmed the above statement by indicating that accountability applied to equal educational opportunities for everyone in the country and it is owed to everyone including parents and children.

5.5.3. National Curriculum and Assessment Policy Statement

The national CAPS was a single, comprehensive, and concise policy document introduced by the DBE for all the subjects offered in South African schools. The policy statement enabled all learners in the country to be taught and assessed on the same content as educators are bound to teach what is specified per subject and per term. The NCS Grades R-12 aimed to equip learners, irrespective of their socio-economic

background, race, gender, physical ability, or intellectual ability, with the knowledge, skills, and values necessary for self-fulfilment and meaningful participation in the community.

6. Conclusion and Implications

This study aimed to analyse the analysis of South African history of the culture of teaching and learning. The study finds, based on the results of the research conducted here, that Teachers believe they have no say in the development of the educational system but are expected to execute its policies and procedures. Besides the introduction of the Bantu education system, this may be the most important factor in explaining why South Africa shifted its approach to teaching and learning. The transition from Bantu education to Curriculum 2005 in South African schools was not without its difficulties. As a result of such problems, it was replaced by OBE, which also failed, and then by the amended NCS, which was later replaced by the Curriculum and Assessment Policy Statements.

Change can sometimes be confusing, especially when one does not understand it or when they do not think it was necessary. Fear of change can lead to inappropriate behaviour. Curriculum change happens almost all over the world. This is due to rapid changes in technology and ways of living. For a country to have globally competent citizens it needs to review its curriculum. South Africa has undergone a substantial educational change since the mid-1990s, but its efforts to implement new curricula have been problematic. After the dawn of democracy, concerns were raised about the decline of a positive culture of teaching and learning, especially in disadvantaged township schools. Education provision in South Africa is governed by pieces of legislative frameworks that regulated teaching and learning in private and public schools to ensure education is provided in a fair and equitable way.

7. Limitations of the Study

This research was hampered by the following factors:

- This study was limited to the South African history of the culture of teaching and learning.
- Depending on the nature of the issue at hand, secondary data may not be useful.
- Depending on the Analysis perspective, the Reporting phases, and the Lack of agreement across data sources, secondary data may be insufficient and inaccurate.

8. Recommendations

Using this research's findings as a foundation, the scholars provide the following recommendations:

- Due to the curriculum changes that are taking place. Supportive initiatives must be initiated to support all the parties involved.
- To make sure the new policies and procedures are implemented successfully teachers must be involved in every step of the development of the educational system.
- Government must create programmes to support and enforce a positive culture of teaching and learning, especially in disadvantaged township schools.

9. Suggestions for Future Research

The following lines of inquiry are prompted by this investigation:

- A comparative study comparing the South African history of the culture of teaching and learning with the neighbouring countries in Southern Africa.
- A Modern Look at South Africa's Approach to the Pedagogical Process.
- Primary research on the issue might be conducted by conducting interviews with or consulting with the heads of the South African Department of Education.

Conflicts of Interest: The author has declared that no competing interests exist.

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