USING SELECTIVE LEARNING IN SCHOOLS TO ENHANCE EFFECTIVE LEARNING INTEREST AMONG GRADE 10 LEARNERS IN SELECTED SCHOOLS IN MOTHEO EDUCATION DISTRICT, FREE STATE PROVINCE

By

KATLEGO MABULANA

A dissertation submitted in fulfilment of the requirements for the degree of Master's in Education with specialisation in Psychology of Education (M.Ed. PE Degree)

In the school of

EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF THE FREE STATE
BLOEMFONTEIN

SUPERVISOR: Dr K.R. Mukuna

JUNE 2021

DECLARATION

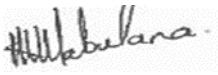
I, Katlego Mabulana, declare:

That the dissertation, "Using Selective Learning in schools to enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province", hereby submitted to the University of the Free State, for the degree of Master's in Education with specialisation in Psychology of Education, is my independent work and has not been previously submitted for a qualification at this or any other institution of higher education.

That the copyright is vested in the University of the Free State.

All royalties as regards to intellectual property that was developed during the course of and/or in connection with the study at the University of the Free State, will accrue to the University; and

That the research may only be published with the Dean's approval.



___ _June 2021_____

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude:

To the master of the universe, King Jesus Christ, for giving me strength to push through; for

> "I would have lost heart, unless I had believed that I would see the goodness of the Lord in the land of the living" (Psalm 27:13); hence,
>
> "Bear one another's burdens, and so fulfil the law of Christ; for if anyone thinks himself to be something, when he is nothing, he deceives himself. But let each one examines his own work, and then he will have rejoicing in himself alone, and not in another" (Galatians 6: 2-4). Thus, I do not rejoice in myself alone, but with others that played a major role in this journey.

To my supervisor, Dr Kananga Robert Mukuna; your support was out of this world, especially your patience with my suckling when we had meetings. You always remained calm and supportive; I will forever be grateful and may God bless you abundantly. I also thank you for constantly challenging and pushing me to greater heights, a huge contribution that was significant in shaping my research project.

To Dr Rantsie Kgothule, for your contributions at the beginning of this project; your efforts were not taken for granted and may God bless you!

To my family and friends, for your encouragement and support, especially Mamello Khobe, my mother, Pauline Mabulana, Vincent Macaskill, Neo Ravhuhali, Prof Twala and Dr Khanare; not forgetting my pastor, Moïse Mutombo Kumwimba, for the endless prayers; I humbly thank you and may God bless you.

Lastly, my sincere gratitude goes to the schools in Motheo Educational District, which were essential in completing this dissertation.

DEDICATION

I dedicate this thesis to the Saviour, Christ Jesus (Ba'al-Perazim, “God of break through”) and to my children Thato, “The Will of God” and Amanya, “Faith in God”. It is in the meaning of your names that I am reminded of the greatness of God and I draw my strength from you.

List of Figures and Tables

List of Acronyms

B.Ed.	Bachelor of Education
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DoE	Department of Education
EL	Effective Learning
FSDoE	Free State Department of Education
IQ	Intelligence Quotient
MI	Multiple Intelligence Theory
NCS	National Curriculum Statement
NPDE	National Professional Diploma in Education
OBE	Outcome-Based Education
PGCE	Postgraduate Certificate in Education
School A	Rural based school
School B	Urban based school
SL	Selective Learning
STEM	Science, Technology, Engineering and Mathematics
UFS	University of the Free State

Table of Contents

18

ABSTRACT

After 20 years of democracy, the South African educational curriculum, which is known as Curriculum and Assessment Policy Statement (CAPS), is still a matter of concern with regards to its inflexibility to sufficiently accommodate all learners' learning interests. The curriculum is also unable to create significant effective learning interest, and to prepare learners for higher education and the world beyond high school classrooms. This has also increased the number of school dropouts. Contrary to this background, this study explored how the use of selective learning can enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province. The challenges Grade 10 teachers encounter from the implementation of selective learning in schools. Including the impact of selective learning on learners' readiness for university education. The study utilised Gardner's theory of Multiple Intelligence (MI) as its framework, which stipulate that not all learners can learn effectively within the standardised curriculums, due to differences in learning interests and cognitive abilities. It adopted a qualitative research methodology, through grounded theory research design and semi-structured interviews consisting of open-ended questions as an instrument for data collection. Purposive or judgemental sampling techniques were used to select participants, with a sample size of eight participants (n=8, teachers: n=5, females, and n=3 males) (n=5 Black teachers, and n=3 White teachers). Participants were Grade 10 level teachers from two schools, School A was based in a rural area, and School B was in an urban area in Motheo Education District, Free State Province. All participants had relevant teaching qualifications and experiences. Qualitative data was analysed through thematic analysis. The thematic findings revealed that selective learning enhances effective learning interest. This includes creating tolerable learning, enhancing cognitive skills, and enhancing teaching and learning and academic excellence. Findings revealed that selective learning improves the current educational curriculum, CAPS, by enhancing the learning environment, as well as subject groupings, teaching skills and academic excellence. In addition, the study revealed that there are challenges, which are faced when implementing selective learning in schools. These includes adaptation, confusion, and lack of resources and teacher training. This study also revealed that selective learning plays a critical role in preparing learners for university

education. In conclusion, this study recommends that Selective Learning contributes to learners' learning benefits by enabling them to learn effectively and the associated enhancement of the teachers' teaching skills.
Key terms: Selective learning, effective learning, learning interest, CAPS, learners' readiness, school dropout

CHAPTER 1

GENERAL INTRODUCTION

1.1 Introduction

This chapter outlined the background to the study, problem statement, rationale, and significance of the study, research questions, research aim and objectives, theoretical framework, overview of the research methodology, and ethical considerations. The chapter sought to explore the use of Selective Learning in schools to enhance effective learning interest in line with the aim of the study. Lastly, the chapter covered the definition of key concepts underpinning the study, the layout of the study and the conclusion or chapter summary.

1.2 Background to the study

Learning consists of two processes, which are implicit and explicit learning (Miyawaki, 2012). On the one hand, implicit learning occurs when there is no option to select what to learn, since learning takes place unconsciously and unselectively (Miyawaki, 2012). On the other hand, explicit learning is when one chooses what to learn and involves selectively learning information with awareness and interest (Miyawaki, 2012; Roger, 2016). Brosseau-Liard et al. (2015) demonstrated that learning is not easy for everyone, thus not every individual is good at learning new information. Hence, all learners are unique with different cultural backgrounds, attitudes towards learning and learning interests (Amjah, 2014). Thus, learning interest matters, because it is essential for learners' academic success and strengthens learning processes, effective learning (EF), and career paths (Harackiewicz et al, 2016). Effectiveness is the 'power to produce the desired result', measured by the 'quality of the desired result' (Wilson et al., 2018:267).

In South Africa, there is concern among stakeholders regarding Curriculum and Assessment Policy Statement's (CAPS) inability to accommodate different learning interests in schools sufficiently, because the policy is prescriptive and explicitly restricting (Ramatlapana & Makonye, 2012). This is evident given the number of high school dropouts and the questionable quality of education that learners receive (Mkwananzi & De Wet, 2014; Hartnack, 2017; Maddock & Maroun, 2018). Gaps were found in teaching and learning environments, especially the education learner transition gap from high school to higher education (dos Reis

et al., 2019). Thus, a topic concerning curriculum change in South Africa seems to be challenging, since any proposed changes carry the burden of negative undertones (Stroebel et al., 2017).

As Grussendorff et al, (2014:39) established, CAPS' aim was to 'convey knowledge, skills and values that should be communicated in a post-apartheid South Africa'. However, regardless of one's age, the development learning interest is influenced by the structure of tasks and activities, because learning interest is universal and is based on physiological basis (Renninger & Hidi, 2019). By contrast, learning instructions should suit the characteristics of each learner, to accommodate and enhance one's cognitive style, as well as improving the cognitive processes of learners (Prayekti, 2018). Hence, a curriculum should acknowledge various intelligences found in learners to create an educational atmosphere, through which learners' potential or cognitive abilities and interests are recognised, and developed for the future (Fajarwati et al, 2016). Similarly, Bayram et al. (2020) noted the need for an active curriculum that allows each learner to develop various types of intelligences to increase their learning interests.

Selective Learning is defined as the learner's decision to select and learn relevant activities and subjects within the curriculum framework, guided by one's learning interest (Miric, 2018). Selective Learning is implemented in a curriculum to encourage self-directedness approach, to explore different career paths and develop specific skills (Schramm et al., 2017). Learning interest is defined as a learner's preference, which is the learner's ability to select information significant to him or herself (Lee et al., 2011). Moreover, effective learning is the degree to which one is motivated to learn, and this can be influenced by many factors (Venville & Oliver, 2015). Hence, there are eight motivating factors, such as quality of instruction, quality of curriculum, relevance and pragmatism, interactive classrooms, and effective management practices: and having progressive assessment and timely feedback, self-directedness/learning interest, suitable learning environment, and effective academic advising practices (Shakir & Sharma, 2017). Thus, learning effectiveness in schools, where learners can select curriculum activities, generates positive responses and prompt understanding towards teaching and learning (Yaumi et al., 2018). The next section presents the problem statement of the study.

1.3 Problem statement

After twenty years of democracy, there is now a growing need for an effective educational curriculum in South African schools that can support learning and teaching, solve problems, bring understanding, and encourage effective learning interest. The educational curriculum 'CAPS' is viewed with consternation by stakeholders, due to its inflexibility to accommodate learning interests of the learners (Spaull, 2015). According to Bernstein's (1996) model, CAPS has strong classification and framing, and is inflexible (Ramatlapana & Makonye, 2012).

Various reforms, which were informed by research, have been developed to sufficiently accommodate all different learning interests. For instance, the Science, Technology, Engineering and Mathematics (STEM) curriculum has unique curriculum activities, which support learning interests (Means et al., 2016; Erdogan & Stuessy, 2015). More research has been conducted to restructure Selective Learning, and recommendations were made to accommodate and fill the gaps found in teaching and learning environments, including the high school and higher education learner transition phase (Gumede & Biyase, 2016; dos Reis et al., 2019; Schoeman, 2018). Hence, there is deep-seated need for developing a curriculum that encourages learning interest in the development social skills (Khuzwayo & Mncube, 2017). The current substandard education 'CAPS' also does not develop learners' capabilities to expand their economic opportunities (Spaull, 2015; Schoeman, 2018). Moreover, as Spaull (2015) noted, the current curriculum 'CAPS' denies learners dignified employment prospects and undermines their sense of self-worth and agency. Therefore, some learners never reach grade 12 and dropout, because of lack of interest in schooling (Weybright et al., 2017).

The crux of this study is on the turbulent encounters that some learners face in schools because of CAPS's inflexibility to accommodate all learners' learning interests. The study also helps create and spread ideas on the need for Selective Learning that allows flexible quality curriculum that supports learning, and which is more active and effective. Teachers at both special and full-service schools criticise the rigidity/inflexibility of CAPS, including the unwillingness of the Department of Education (DoE) to implement effective teaching and learning educational services, such as an effective curriculum at special and full-service schools (Hodgson & Khumalo, 2016). In addition, nothing has been done after the introduction of CAPS to remedy the problems in the former South African curriculum, Outcome-Based Education (OBE) and the National Curriculum Statement (NCS) (Maddock & Maroun, 2018).

Thus, CAPS fails to enhance effective learning interest, which leads to increased dropouts of learners from schools, as well as unstable teaching and learning environments, and questionable quality of education that learners receive (Maddock & Maroun, 2018). Moreover, its failure to enhance effective learning interest is due to its gaps, found in curriculum framework and learning processes, including the learner transitional phase gap from high school to higher education (dos Reis et al., 2019). Ineffectiveness and negative attitudes have been observed from both the learners and the teachers due to the curriculum's implementation challenges (Stroebel et al., 2017). Therefore, the theory of CAPS is far removed from CAPS practice, due to limited flexibility and creativity (Stroebel et al., 2017).

Clearly, one's learning interest affects how s/he effectively learns. Thus, it is crucial to question the flexibility of the current educational curriculum, CAPS, in South African schools. The nature of pedagogy is the main reason why South African educational institutions are lagging. Hence, CAPS lead to learners' underperformance in such learning areas as mathematics and the sciences (Eloff & Swart, 2018; Macha, 2017). If the curriculum in schools fails to accommodate or is not flexible enough to support each learner is learning interest and unique intelligence, effective learning may be affected. Therefore, this study explores how Selective Learning can enhance effective learning interest.

1.4 Rationale for the study

This study explored the use of Selective Learning in schools to enhance effective learning interest among Grade 10 learners in the Motheo Education District, Free State Province. It fills the gap in academic literature on factors affecting educational curriculums in South African schools. The world is evolving as a whole, and this is also true for education. There is deep-seated need for profound understanding and knowledge, as well as increased demand for emerging skills to meet learners' learning interest (Ahmed & Ahmed, 2017). The needs of learners are constantly changing; thus, learners would always have different learning interests. This creates a sense of need for a curriculum design that fits various learners rather than having a too narrow 'one size fits all' type of a curriculum (Weiten, 2016:267). It is therefore crucial to understand the issues that pertains the quality of education, which is offered to learners in South Africa, since it is alleged that South Africa has the worst education system in the world (Macha, 2017). Thus, the crux of this study is to explore how the use of Selective Learning

influences and helps enhance effective learning interest among Grade 10 learners in selected South African schools.

The study postulates that learners have learning interests, and they differ in cognitive ability, and have unique patterns of strengths and weaknesses in mental ability (Kandeel, 2016). This has been revealed by Intelligence Quotient (IQ) tests, which mostly focus on logical and linguistic intelligence (Kandeel, 2016). In this study, Selective Learning enhanced effective learning interest, through tolerable learning, improved cognitive skills, and improved teaching and learning and academic excellence. The study also revealed that a curriculum policy can indeed have a negative impact on learners' learning interest and cognitive ability (Eloff & Swart, 2018). In addition, the study attempts to overhaul and upgrade the current educational curriculum, CAPS, by adopting Selective Learning that enhances the learning environment, subject groupings, teaching skills, assessment, and academic excellence in high schools. The curriculum implementation challenges that may occur were also highlighted and feasible solutions were proffered. The study also attempts to establish the role that a curriculum policy plays in preparing learners for university education. Hence, a curriculum affects how effectively a learner learns and this has an impact on academic performance (Prayekti, 2018; Joneja, 2016). Thus, the study serves as a diagnostic tool in directing further education-readiness for higher education learning (Ahvan & Pour, 2016; Aleksic & Ivanovic, 2016). Furthermore, the study provides recommendations on mitigating measures for factors that affect effective learning interest in South African schools.

1.5 Significance of the study

This study contributes to the development of educational psychology and curriculum development as a field for several reasons. First, for learners who find CAPS inflexible, the study thus allows them to learn according to their learning interests, and this enhances effective learning interest. Thus, the study provides valuable insight into the concept of Selective Learning and its merits (Miric, 2018). Since the cognitive skill is enhanced, the study plays a significant role in psychological concepts and learning theories, given its emphasis on improved teaching and learning experience and academic excellence. Furthermore, the study sheds light on how the implementation of selective learning would improve the current educational curriculum, CAPS. It would create a positive learning environment whereby learners would be focused. Besides creating learning spaces, learners would be more involved,

thus improving teachers' teaching skills. Moreover, this would improve the curriculum's subject combinations or groupings. Selective learning supports learners' learning interests and improves the learners' attitude towards learning. It allows learners to be put into streams and allows them to learn according to their learning interests. Thus, the study provides clarity on South African learning environments that are not conducive and flexible to all learners.

Secondly, Selective Learning would create a positive learning environment, whereby teachers would assess learners according to their abilities. For instance, the classroom practitioners could permit some learners who cannot write down the answers well to express themselves by verbalising the correct answers to the question at hand. As a result, a diverse learning environment is created which encourages both written and verbal assessments. Furthermore, Selective Learning would enhance teachers' teaching skills by giving complexity in teaching and learning without limiting teachers to teach only in a certain way. Strict and inflexible teaching guidelines are an impediment on friendly learner-teacher relationships. Teachers would focus on specific learners according to their learning interests and cognitive abilities. On the contrary, the current educational curriculum, CAPS, is inflexible. Some schools are overcrowded, leaving teachers without enough time to focus on the needs of specific learners (Matsepe et al., 2019). Thus, teaching has a huge impact on learning interest. Hence, teaching conveys not only the subject matter, but also the learners' social values (Maheswari, 2017). This is achieved by using a variety of teaching methods to meet the learners' cognitive ability to learn and stimulate their interests (Maheswari, 2017; Matsepe, 2019).

Lastly, this study enhances academic excellence through Selective Learning, which helps reduce the number of school dropouts caused by the current educational curriculum. Hence, some learners drop out due to lack of learning interest (Weybright et al., 2017). Moreover, Selective Learning would create a sense of readiness among learners for the world beyond high school classrooms. It helps prepare learners for higher education by making them aware of their career opportunities in the early stages of their education. The learners obtain immense experience from continuous learning since their career preparations begin as early as Grade 10. Currently, many learners are not ready for tertiary studies, due to poor primary and secondary schooling (Maddock & Maroun, 2018). Therefore, Selective Learning is crucial in addressing fundamental issues faced by learners in South African schools. Selective Learning enhances learning interest, which encourage cognitive development, thus further enhancing effective learning.

1.6 Research questions

The study intends to answer the following main research question:

How does Selective Learning enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province?

The sub-questions are as follows:

1. What challenges are encountered by Grade 10 teachers in the implementation of Selective Learning in schools?
2. How can Selective Learning play a role in learners' readiness for university education?

1.7 Research aim and objectives

The study aimed to explore how Selective Learning can enhance effective learning interest among Grade 10 learners in schools in the Motheo District, Free State Province.

The research objectives are as follows:

1. To explore the challenges that Grade 10 teachers encounter from the implementation of Selective Learning in schools.
2. To explore the impact of Selective Learning on learners' readiness for university education.

1.8 Theoretical framework

The study utilised the Multiple Intelligence (MI) theory and Selective Learning as the theoretical framework. Hence, there is unique intelligence in learners and academic performance is closely linked to their learning interest (Joneja, 2016). Gardner developed the MI theory in 1983 (Johnson, 2016). Its purpose was to develop a cognitive approach that challenged the parochial traditional thinking of intelligence, which promotes a 'one size fits all' curriculum structure (Weiten, 2016). Gardner considered intelligence as an individual blend of capabilities and skills (Joneja, 2016). Gardner (1983) postulated Multiple Intelligence in various types of intelligence such as linguistic, logical-mathematical, visual-spatial, musical,

bodily-kinesthetic, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence and existential intelligence (Shahzada & Khan, 2018; Eloff & Swart, 2018).

The MI theory has diverse merits. It helps educators to identify different learning strengths and weaknesses amongst learners, and to develop an effective means of teaching practices/styles that are more diverse and favourable to suit learners' learning needs and interests (Johnson, 2016). It also enables educators to understand that the same material and a standardised, universal measure is not adequate to test learning (Joneja, 2016; Smith-Woolley et al., 2018). Moreover, as Smith (2018) emphasised, multiple intelligence gives an equal opportunity for attention by allowing each learner to be assessed and catered for according to their uniqueness by teachers and the curriculum's learning outcomes. It is important to note that individuals have different intellectual profiles in this world. Hence, an MI-based curriculum, such as the nature of Selective Learning, forms the most vital dimension of cognitive development (Delgoshaei & Delavari, 2012).

Selective Learning as a concept was adopted in different nations by selectively making their curriculum flexible to various intelligences (Venville & Oliver, 2015). Hence, the purpose of Selective Learning is to create a space for learners to use their proper understanding and knowledge, thus making use of their learning interest and developing their potential (Fajarwati et al., 2016). For instance, some schools offer Science, Technology, Engineering and Mathematics (STEM) curriculum in schools to cater for learners interested in those career fields (Means et al., 2016). Thus, the learners' intellectual competence must be stimulated through effective learning outcomes and activities that embrace all intelligence types for learners to realise their potential and move towards their interests (Dolati & Tahriri, 2017). It also encourages teachers to create a space of 'unique mixture of different intelligence and apply them to the curriculum' (Delgoshaei & Delavari, 2012). Therefore, it is also vital to consider the classification of intelligence and the types of school's learners find themselves in, because all this affects their learning abilities (Eloff & Swart, 2018).

This theory is relevant because it acknowledges that intelligence is not a single entity concept in teaching and learning (Leshkovska & Spaseva, 2016). It acknowledges that diverse learners with different interests, needs, and strengths must be catered for, by teachers and the learning curriculum (Dolati & Tahriri, 2017). Thus, Selective Learning should be considered, given our differences in intelligence, our uniqueness, our learning interests in life, as well as our cognitive

abilities (Smith, 2018). The next section presents an overview of the research methodology of the study.

1.9 An overview of the research methodology and design

A qualitative research methodology was adopted in this study, through the grounded theory of research methodology approach. The grounded theory is often referred to as a partner to systematic data collection and analysis (Chun Tie et al., 2019). Hence, grounded theory is a set of relationships amongst data, which is generated through the means of categories that propose a plausible and reasonable explanation of the study (Cohen et al., 2011). Grounded theory best suits this study, because of its means of theory development, due to the movement between data collection and theoretical analysis (Wagner et al., 2012). In this study, the researcher employed the interpretivist paradigm to capture participants' realities and understand their uniqueness (Alharahsheh & Pius, 2020). Furthermore, the researcher used the grounded theory as a research design, because the study was selected to generate the theory that is relevant to the data (Kasture, 2016).

Furthermore, the study was conducted in selected high schools in the Free State province, after attaining an ethical clearance from the research committee of the researcher's academic institute. Participants were sampled from both rural and urban demographic zones. Two schools were selected, namely School B (urban based) and School A (rural-based in Botshabelo) in the Free State Province. A total of eight (n=8) participants, were selected through purposive or judgmental sampling and these were teachers (Matsepe et al., 2019). The researcher selected these participants because teachers impart the educational curriculum to the learners and assess their learning interests and cognitive abilities. The data was collected by employing semi-structured interviews to determine how Selective Learning can be used to enhance effective learning interest in schools. The researcher conducted interviews face-to-face, using open-ended questions to explore all participants' views, ideas, beliefs, and attitudes about the study (Maree, 2016). The researcher used the qualitative data collection process to allow participants to open-up and express themselves. This is the most suitable practice for this type of study because it is an evolving study. Thematic analysis was used to analyse data, by categorising collected data into themes. The researcher used the thematic data analysis method to ensure that data reaches theoretical saturation and quality assurance, to enable data interpretation.

Ethical considerations were followed in this study. First, a letter requesting permission to conduct the study was forwarded to the Ethical Clearance Committee of the University of the Free State. Thereafter, permission was requested from the Department of Education within the Motheo District, in the Free State Province. Thus, ethical clearance was obtained from the University of the Free State, the school committees of selected schools, the Department of Basic Education (DBE) (Motheo District Department of Education), principals, and teachers that showed interest in participation. Maree (2019) recommends that ethical clearance is needed in any research. Furthermore, the researcher observed all the necessary ethical principles during the entire research period. A letter of participation was submitted to all stakeholders involved the research. A consent form that informs teachers of their right to anonymity and confidentiality was issued to all participants in the research. They were also informed of their right to withdraw from the study, protection from reprisal and any physical harm, and to be treated with the utmost respect and consideration (Senjari et al., 2014). The researcher made use of fictitious code numbers to protect the identity of each participant. Participants were assured that the researcher and the responsible supervisor would have access to the data, such as the transcriber/external coder, to maintain confidentiality. Moreover, the recorded data will be kept in a locked cupboard or filing cabinet and electronic information will be stored on a password-protected computer. Hard copies will be shredded, and electronic information will be deleted after the specified time of storage. The researcher ensured that ethical issues were considered in this study. Henceforth, ethics are vital in research (Cohen et al., 2011). The researcher explained that this study would not have any reasonably foreseeable risks of harm or side effects. The participants were also informed to report to the researcher or relevant stakeholders, should any risks like emotional distress arise during the study.

1.10 Definition of key concepts

The study defined key concepts, which include learning interest, effective learning, Selective Learning, learners' dropout, Curriculum and Assessment Policy Statement (CAPS), and learners' readiness.

a) Learning interest

Learning interest is considered as one of the effective psychological traits that is very powerful (Kpolovie et al., 2014). Learning interest is a driving force for self-efficacy and self-regulation, influencing their ability to realise their goals (Renninger & Hidi, 2019). Learners are human beings with different sources of motivation to learn (Zajda, 2018). Hence, learning interest is "a very strong knowledge emotion, magnetic positive, captivated, invigorated feeling to cognitively process information much faster and accurately, encouraging effective learning traits like self-regulatory skills, self-discipline, working harder and smarter with persistence" (Kpolovie et al., 2014:75). As Hidi (2019) suggests, learning has an effective contribution to understanding, effort and feedback preference. In this study, learning interest is a meaningful process among Grade 10 learners in schools, which is considered an engaged learning, the ability to understand one's own way.

b) Effective learning

Effective learning (EF) refers to the degree of motivation a learner has to learn (Venville & Oliver, 2015). It is how learners remember, understand, apply, analyse, evaluate, and create learned information (Pangestika & Prasetyo, 2018). Effective learning is a result of proactive educational designs to stimulate interest and increase motivation and knowledge acquisition among learners (Davies et al., 2017). This study believes that learners were able to learn effectively when they were interested in a specific subject. Learners were encouraged to learn when they were assessed according to their learning interests. As a result, learners were found to perform better on those subjects, because it supported learning interest. This study considers effective learning as learning outcomes, flexible learning environment, the ability to interpret taught information, and the ability to create own information among Grade 10 learners within the schools in the Motheo Education District.

c) Selective Learning

Selective Learning (SL) is an active learning concept that supports learning interest and preferences. Allowing learners to learn according to their learning interest and cognitive abilities is supported by the theory of Multiple Intelligence (MI) (Azid et al., 2016). It emphasises that all learners learn differently, and all the Multiple Intelligences (MIs) are needed in society for it to productively function (Ahvan & Pour, 2016). Thus, Selective Learning is a concept that aims at creating learning environments appealing, supportive, and

accommodative to different learning interests (Yurt & Polat, 2015). Moreover, Selective Learning has great significance to the teachers, as the presenters of the curriculum to the learners; it enhances teachers' level of motivation, needs and actual interests and makes teaching more effective (Bautista et al., 2018). This study postulates that Selective Learning enhances effective learning interest by creating tolerable learning, which promotes cognitive skills, engaged teaching, and academic excellence in schools in the Motheo Education District. Hence, it also improves the current curriculum by improving the learning environment, subject grouping, teaching skills, as well as assessment and academic excellence in the schools.

d) School dropout

Learners' dropout from school for many reasons, which include a lack of interest in schooling (Weybright et al., 2017). In this study, the researcher considered CAPS as a contributing factor for the rise in school dropouts, due to its lack of learning flexibility and learning diversity. In addition, the researcher also considered personal factors as important in increasing the number of school dropouts in Motheo Education District. These personal factors include learning challenges, language barriers, child-headed households, lack of interest, and authoritarian teaching styles.

e) Curriculum and Assessment Policy Statement (CAPS)

Curriculum and Assessment Policy Statement (CAPS) is an educational tool that is currently used in South African school since 2012, to create the space needed to enable learners to compete globally and acquire reading and writing skills (Umugiraneza et al., 2018). This study claims that CAPS is not flexible and fails to promote learners' learning interests. Thus, the curriculum must be reviewed to make it more relevant in today's generation by creating a more flexible learning environment that can enhance effective learning interest for learners not to easily lose interest. The study concurs with the view that an effective curriculum allows flexibility to ensure that there is an integrated, coherent learning experience contributing towards learners' personal, academic, and professional learning and development (Gamarli & Abdullayeva, 2017).

f) Learners' readiness

Learners' readiness is a point whereby learners have acquired both theoretical background and experience in pursuit of a specific career field, in contrast to a point whereby 'an individual is mature enough to benefit from learning experiences, such as readiness to enter a tertiary institution (Agherdien, 2014). The quality of education in South African high schools is being questioned, since there is a wide gap between high schools and universities in terms of knowledge content (Wilson-Strydom, 2015; Musitha & Mafukata, 2018). Poor primary and secondary schooling make learners unready for tertiary studies. Hence, the current education curriculum does not encourage cognitive maturity, due to the absence of a standardised assessment and qualifications to usher learners into different pathways and an end to compulsory schooling (Maddock & Maroun, 2018). Thus, Selective Learning helps prepare learners to be ready for university education, as it would be continuous learning. Consequently, Selective Learning equips learners with decision-making regarding their degree choices, as well as helping them adjust to the university workload.

1.11 Layout of the study

This study is divided into five chapters to achieve the stated objectives of the study:
Chapter 1: Introduction. The chapter constitutes the general background of the study, the problem statement, the research question and aims.
Chapter 2: Literature Review. This chapter discussed the general literature on the use of Selective Learning in schools to enhance effective learning interest. Selective Learning, learning interest and effective learning, as well as the CAPS curriculum were defined. This chapter also constitutes of the conceptual/theoretical framework that supports the study.

Chapter 3: Research Methodology and Design. This chapter outlined qualitative research, the grounded theory approach of qualitative research design, the selection of participants, and data generation and analysis.

Chapter 4: Findings. Research findings were presented in this chapter. The presentation and discussion of the findings was covered, whilst highlighting the themes of the study by answering the research questions.

Chapter 5: Summary. This chapter summarised the study, and it entails discussions, recommendations, limitations, and reflection of the study, as well as the conclusion. Thus, this

chapter highlighted the significance of the study and concludes with recommendations for further research.

1.12 Conclusion

This chapter has presented a general setting of the study. A brief discussion on the study of the use of Selective Learning in schools to enhance effective learning interest was covered, including the conceptual/theoretical framework guiding the study, which is Gardner's theory of Multiple Intelligence. The chapter also presented the problem statement, the outline of the background challenges faced with learners, including South African schools' experiences due to the concerns involving the CAPS curriculum, as well as the aim and the key question, the rationale and significance of the study. An overview of the research methodology involving data collection and analysis was presented. Finally, in this chapter, the ethical considerations, the keywords, and overview of the seven chapters were also outlined. Therefore, the next chapter discusses the literature relevant to the study. The conceptual framework is also discussed in more detail.

CHAPTER 2

LITERATURE REVIEW

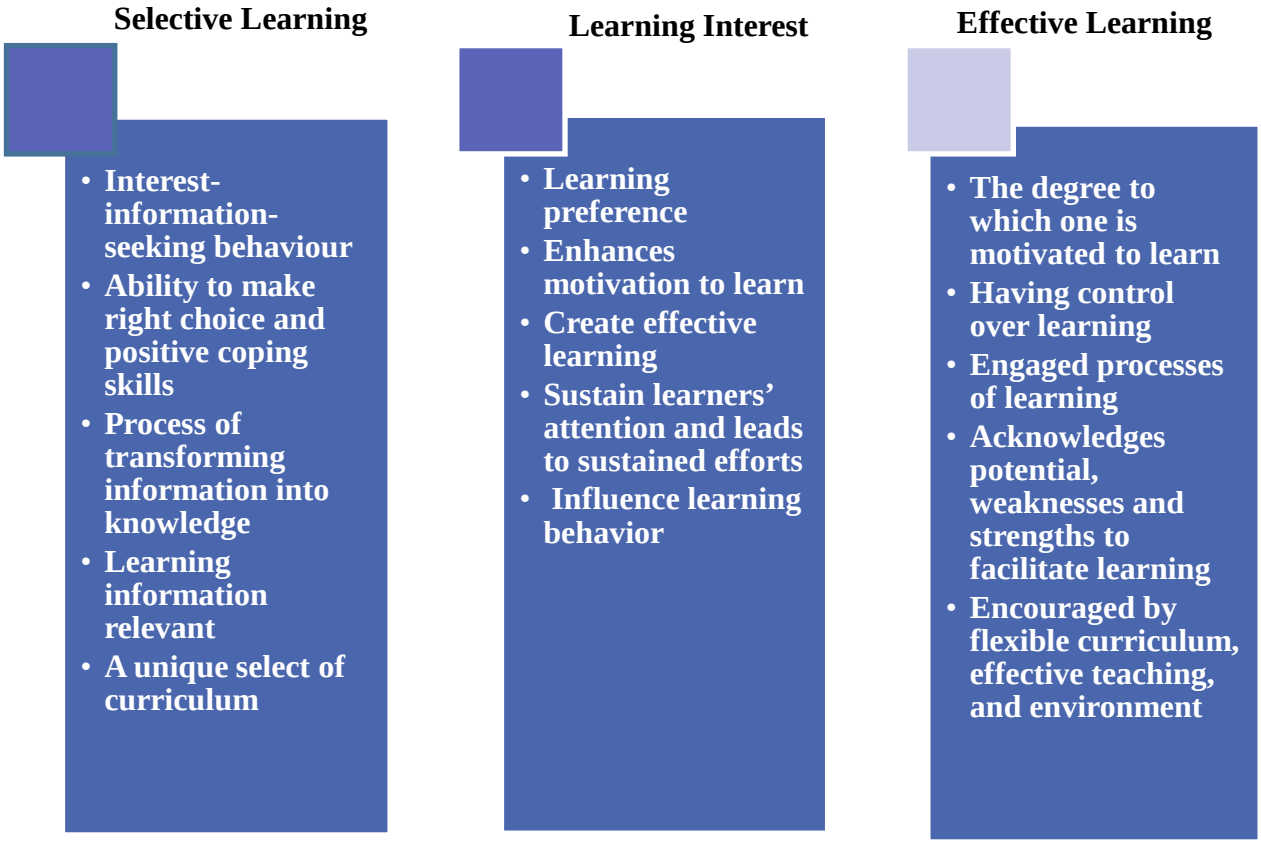
2.1 Introduction

The previous chapter focused on the general introduction of the study. This chapter outlined the literature review, which includes the conceptual framework and theoretical framework. Conceptual framework would define Selective Learning, learning interest, and effective learning as central concepts to the study. The theoretical framework would present Howard Gardner's (1983) theory of Multiple Intelligence (MI) to bring a better understanding of the study. Lastly, the chapter conclusion is also presented.

2.2 Conceptual framework

This section presented the concepts of Selective Learning, learning interest, and effective learning**.**

Figure 2.1 Overview of the conceptual framework of the study



2.2.1 Conceptualisation of Selective Learning

Selective Learning (SL) is referred to as the learner's aroused interest-information-seeking behaviour, the desire to learn information seemingly relevant and acceptable, and as a process of transforming information into knowledge (Ersoy, 2019). It is a period of information selection and attention, whereby a learner selects what s/he believes to be noteworthy of learning instead of being compelled with rational expectations on what to learn (Schwartzstein, 2014). According to Chaturvedi (2015), it is a concept that emphasises on a learner's self-awareness and self-attribution, the ability to make right choice and positive coping skills. Selective Learning is broad and involves different types of intelligence, which characterise each learner's level of interest and cognitive abilities. Selective Learning is found in schools, for instance, it allows some learners to select the physical education/curriculum only, while some select a specialised STEM curriculum to meet their learning interests (Uluslararasi, 2016; Means et al., 2016; Brobst & Markworth, 2019). According to Uluslararasi (2016), Selective Learning schools are effective in supporting learners' learning interests and strengths by

exposing them to the social culture and moral norms of a specific curriculum. Furthermore, learners in these schools are highly motivated to attend classes, they are well prepared for university education, and have teachers who are professionals with the requisite expertise, thus effective learning environments are encouraged (Erdogan & Stuessy, 2015). Selective Learning has a huge impact because it enables teachers to create effective teaching and enhances effective learning interest, thus leading to higher academic achievements (Fryer, 2018). Thus, Selective Learning schools are unique with comprehensive teaching and learning environments for a select population of learners who are homogeneous with respect to their learning interests, cognitive abilities, and aspirations (Erdogan & Stuessy, 2015).

2.2.2 Conceptualisation of Learning Interest

Learning interest refers to the learners' learning preference and the capacity to choose information relevant and noteworthy to self (Lee et al., 2011). It is an important factor in learning, as it plays a significant role in creating an effective learning, developing learners' social values, and cognitive abilities by encouraging attention and effort (Harackiewicz et al., 2016). It enables learners to understand their nature and permits teachers to use a variety of teaching methods to meet their cognitive ability to learn (Maheswari, 2017). As Smith (2018) postulates, learning interests assist teachers in understanding the learners' needs and improves lesson planning to cater for them (Jayaseely, 2020). Learning interests in learners enhance motivation, which is one of the contributing factors towards learners' academic successes (Morosanova et al., 2015). This is intrinsic motivation, which is the learners' willingness to engage and learn activities, which supports their learning interest (Goulart & Bedi, 2011). According to Arikpo and Domike (2015), learning interest also has great influence on learners' goal on engagement and accomplishment in learning, influencing their future participation, thus their learning behaviour. Furthermore, as Goulart and Bedi (2011) emphasises, securing interest in each set of facts or ideas can ensure that learners direct their energies towards mastering concepts, because a strong learning interest sustain learners' attention and leads to sustained effort in accomplishing their academic goals.

2.2.3 Conceptualisation of Effective Learning

Effective Learning (EL) is referred to as the degree to which one is motivated to learn (Venville & Oliver, 2015). Likewise, motivation forms part of one's intelligence, one's ability to achieve,

achievement drive, commitment, initiative, and optimism (Eloff & Swart, 2018). Hence, effective learning provides learners an opportunity to have control over their learning and a sense of control over their ideas and progress (Zayapragassarazan & Kumar, 2012). It occurs when a learner acknowledges their potential, weaknesses, and strengths to be able facilitate their learning (Hajhashemi et al., 2018). We effectively learn when we engage in processes of learning, which involve mental processes, physical activities, and cognitive engagement (Durmus, 2016). Learners' ability to remember, understand, apply, analyse, evaluate, and create is evident because of their mental, physical, and cognitive engagement (Pangestika & Prasetyo, 2018).

According to Ayua (2017), effective learning is evident because of effective teaching that acknowledges different intelligences, interest, and needs in learners by teaching learning outcomes relevant to each learner, the ('what, how, whom, why and where teaching skills'). Hence, for effective learning to transpire in learners with different learning interests, learning outcomes must consist of educational support (Willard-Holt et al., 2013). This educational support should involve flexible syllabus/curriculum design, the evaluation criteria, and the style of teaching (Prameswari & Budiyanto, 2017; Davies et al., 2017). Moreover, it is vital to understand that learning must be stimulated to produce effective learning by ensuring that learners are comfortable in their learning environment (Singh, 2014). The degree to which learners effectively learn is influenced by how comfortable they are in their learning environment (Ibem et al., 2017). Hence, an effective curriculum should encourage integrated, coherent learning experiences, which support all learning opportunities that contributes towards learners' personal, academic, and professional learning and development (Davies et al., 2017).

2.3 Theoretical Framework: Howard Gardner's Multiple Intelligence (MI)

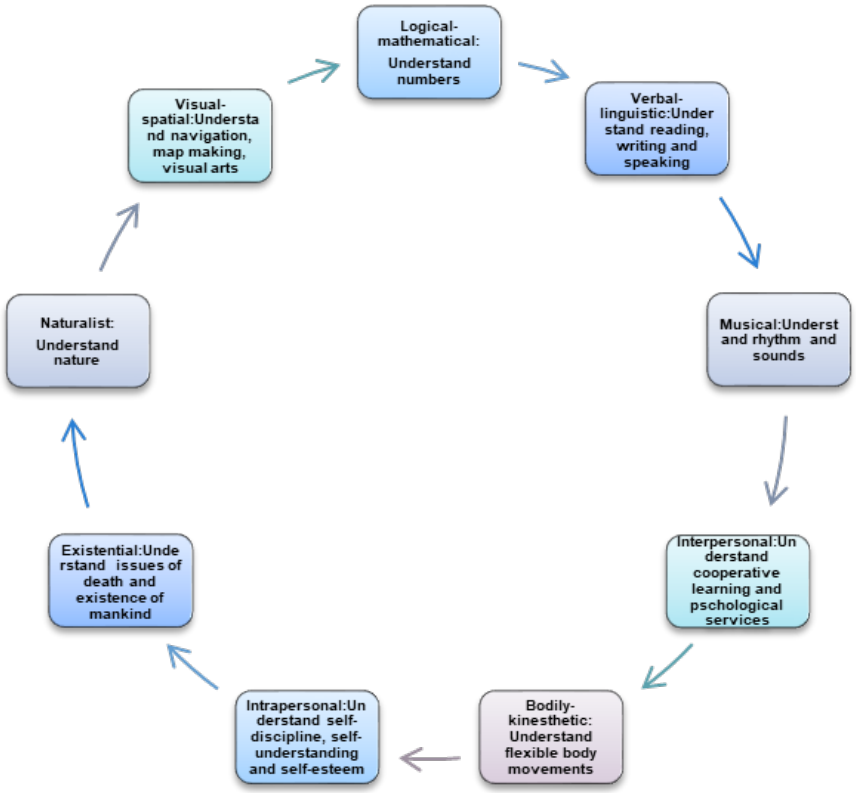
The study adopted the Multiple Intelligence (MI) theory to understand how Selective Learning can enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province.

2.3.1 Background to the theory

This study adopted the Multiple Intelligences (MI) theory, which was developed by Howard Gardner, a psychologist, in 1983. The theory played a vital role in cognitive science for decades (Enescu, 2017). Gardner postulated the concept of cognitive approach on intelligence, which challenges the traditional thinking of intelligence. He believed that the traditional approach was too narrow, as it is the 'one size fits all' concept of teaching and learning (Weiten, 2016). According to Gardner (2006), intelligence is not only a single general ability to be assessed on intellectual Quotient (IQ) tests, which mostly focus on logical and linguistic intelligence (Chaturvedi, 2015). Hence, teaching and learning should assess the intelligence of each learner in a fair manner (Takahashi, 2013). Thus, MI arose from Gardner's (1983) observations of individuals who received low IQ tests scores, observing their extraordinary abilities in mental capacity. It was observed that intelligence consists of a lot of capacity, with learners having unique patterns of strengths and weaknesses in mental ability. Hence, learners differ in capacity and concerns, and do not learn the same way and cannot learn everything (Kandeel, 2016). This theory is thus aimed at guiding each learner to a kind of study or curriculum that suits them and matches their interests and abilities to encourage effective learning.

As Ghamrawi (2014) observed, MI theory gave rise not only to the concept of learning abilities, but it also developed the teaching and learning processes, especially the impact of human intelligence on educators and processes of learning instructions. The theory has tremendous impact on learning, with schools reconstructing classes and instruction programs/curriculum (Batdi, 2017). According to Coroiu (2018), MI theory carefully assesses the learners to determine the type of intelligence, which operate predominately in them. Thus, the emergence of MI theory challenged the 'one-sized-fits-all standardised curriculum', to which the educational world had become accustomed (Ayalew et al., 2016; Mengesha, 2015). This theory identified various types of intelligence within learners shown in Figure 2.2, such as logical-mathematical, musical, verbal-linguistic, interpersonal, bodily-kinesthetic, intrapersonal, existential, naturalist, and visual-spatial (Shahzada & Khan, 2018).

Figure 2.2 Overview of Gardner's Multiple Intelligence framework



2.3.2 Objectives of the theory

The main objective of this theory is identification and acknowledgement of learners' diversity, individual talent and the development of human potentials (Azid et al., 2016). Intelligence is what one is born with; we are born with a uniform cognitive capacity referred to as intelligence. Thus, Gardner's theory challenges the traditional beliefs in education and cognition (Ozier, 2016). According to Coroiu (2018), Gardner's theory of MI also challenges the limited notion of intelligence based on IQ (intelligence quotient), for instance a specific curriculum. As Yaumi et al. (2018) stipulate, learners' intelligence, talent and learning preferences are one of the learning strategies that a theory of multiple intelligence-based instructions/curriculum ought to achieve, by allowing learning to be provided in the best way and to identify learners' interests and talents. The ability to select a context and thus the ability to be discovered, adapted, and formed is what intelligence is about (Batdi, 2017). Hence, one's unique intelligence determines one's ability to learn and to achieve academically (Dolati & Tahriri, 2017). Our differences involve our different cognitive styles, which affect our ways of learning, our characteristics in thinking, feeling, memorising, solving problems and decision-making (Prayekti, 2018).

Moreover, as Ebadi and Beigzadeh (2016) postulate, there is a great diversity and uniqueness in learners and their learning styles, and their potential to meet their needs and interests, so that when it comes to learning they would always differ. Hence, one can understand the importance of encountering learning in receiving learning support that is productive, purposeful, and intentional (Venville & Oliver, 2015). According to Gardner's (1983) MI theory, learners are different, implying that our potential is tied to one's preferences of learning (Sreenidhi & Tay, 2017). This underscores the recognition of diversity in the ways in which learners approach a school curriculum (Yaghoob & Hossein, 2016; Delgoshaei & Delavari, 2012). Thus, a key predictor of learners' academic success is intelligence (Morosanova et al., 2015). Consequently, this theory takes into consideration the importance of understanding each learner's mind-set and how better to exploit it to increase learning efficiency and serve as a diagnostic tool in directing further education (Aleksic & Ivanovic, 2016). This highlights the importance of teachers/educators, by allowing them to identify learners' strengths and weaknesses, and their cognitive abilities or domains (Joneja, 2016). This theory encourages the improvement of the teaching and learning environment in mainstream schools (Hanafin, 2014). It allows educators to develop a means of instruction, which is flexible amongst learners and thus allowing learning instructions, which cater for a wide variety of learners (Ghamrawi, 2014). It is for this reason that a knowledgeable society and national integration are brought through the light of the teacher, the 'torch bearers of any society', who create and disseminate new knowledge for the benefit and development of learners (Maheswari, 2017).

2.3.3 Dimensions of Multiple Intelligence (MI) theory

There is deep-seated need for cognitive development within learners in 21st century schools. The theory's different types of intelligence recognise the distinct potential of each learner and the processes of teaching and learning are simplified through such modular learning emphasised in various learning activities within the MI (Azid et al., 2016). Thus, an opportunity should be given to each learner by the teacher, through their means of teaching by offering learning outcomes, which call upon diverse intelligences (Ayalew et al., 2016). Moreover, the talent of everyone is recognised by the theory of MI from an early age, through interdisciplinary and creative thought, supporting educational objectives which are both innovative and diverse (Coroiu, 2018). This is achieved through different dimensions of Gardner's theory of MI which are logical-mathematical, musical, verbal-linguistic, interpersonal, bodily-kinesthetic, intrapersonal, existential, naturalist, and visual-spatial.

2.3.3.1 Logical-Mathematical Intelligence

Logical-mathematical intelligence is referred to as the ability to use numbers effectively in the field of mathematics and statistics and achieving the career paths of a scientist and computer programmer (Yurt & Polat, 2015). The ability to think through the means of problem solving, understanding, and analysing patterns is what characterises the person with logical-mathematical intelligence, including one's ability to think inductively and deductively, and thinking according to the rules of logic (Mahayukti et al., 2018). According to Moral et al. (2018), the learners' scientific skills form part of the concept of logical-mathematical intelligence, and one's ability to function within the structure of logical and mathematical organisation processes. Thus, learners with logical-mathematical intelligence often become scientists, engineers, computer programmers, researchers, accountants, mathematicians etc. This is because of their conceptual method and use of numerical and logical patterns of thinking and interests (Baladehi & Shirazi, 2016). As Islami et al. (2018) emphasises, the logical-mathematical intelligence helps learners to solve problems and think and arrange solutions in a logical sequence. There are learning processes which constitute problem analysis, questions, and experiments, and this creates a flexible space for effective learning interest, for learners with a high level of logical-mathematical intelligence (Gunanjar et al., 2018).

2.3.3.2 Musical intelligence

Musical intelligence is defined as a learning development process used by learners using unique strengths, such as the understanding of rhythm and sounds, and using such intelligence to solve problems (Smith, 2018). It is the ability to show more interest in sound, rhythm, and melody (Eloff & Swart, 2018). As Budin et al. (2016) emphasises, having a strong musical intelligence is ones' ability to appreciate musical components and learning outcomes, as well as the ability to function well under the involvement of interpersonal skills, such as nonverbal communication and social interactions (Reinhard, 2015). Thus, learners with higher levels of musical intelligence often pursue musical career paths and become musicians, singers, and composers among others (Şener & Çokçaliskan, 2018).

2.3.3.3 Verbal-linguistic intelligence

Verbal-linguistic intelligence is defined as having a high level of communication traits, or the ability to be a good listener, speaker, and reader (Gamze & Handan, 2014). As Shahzada and

Khan (2018) emphasise, it is the ability for learners to best achieve their targeted goals or objectives using language contexts to solve problems and the ability to understand information of the topic being taught or to be learned. This is because a teacher-learner relationship is well established among such learners, and they better understand comprehension and best express and solve problems through speaking (Rahayu & Amri, 2016). As Sengul (2015) specified, this intelligence is significant for learners as a contributor to civilisation and as indicators of communication development, such as reading, speaking, and writing. The learners with this intelligence become translators, poets, journalists, public relations officers, writers, teachers, politicians, lawyers etc. (Atela, 2019). Thus, the strength of verbal-linguistic intelligence must be well understood and identified by learners and teachers to understand the intellectual capacity within learners during teaching and learning processes (Alaee, 2015). This ensures that learners' verbal-linguistic intelligence is increased where necessary, with learning outcomes supporting them such as reading, writing, and speaking (Rahayu & Amri, 2016).

2.3.3.4 Interpersonal intelligence

Interpersonal intelligence is referred to as the ability to mediate disputes and multitask leaning while on various activities or interacting with others (Gunanjar et al., 2018). Learners with this intelligence can be involved in cooperative learning, exchanging information, and studying in groups (Şener & Çokçalişkan, 2018). According to Utami et al. (2016), learners with interpersonal intelligence can utilise psychological services of counseling, such as the ability to detect others' mood, intentions, motivation, and feelings. Hence, such learners find themselves pursing such career paths as teaching, therapy, salesperson, and politics (Şener & Çokçalişkan, 2018). Therefore, such learners who occupy this intelligence often learn more effectively when outcomes outline collective activities, because they mostly possess a high degree of social skills (Hajebi et al., 2018).

2.3.3.5 Bodily-kinesthetic intelligence

Bodily-kinesthetic intelligence is described as the ability to use our bodies or being able to be as flexible as those who play sport or dance for instance, to solve problems (Blue, 2014). As Schnarr (2016) emphasises, teaching and learning designs should meet these learners' learning abilities, such as their physical traits and needs, through supportive learning outcomes and teaching processes which supports this intelligence. Hence, it is one's potential to use their

bodies to solve problems, to produce or transform things that defines bodily-kinesthetic intelligence, and these learners pursue such careers as dancers, actors, and athletes (Blue, 2014). Moreover, this intelligence is still actively significant for such professionals as surgeons, physiotherapist, sport psychologists etc. (Blue, 2014). Learning outcomes for such learners should contain activities which support balancing, coordination, and sports to solve problems and encourage effective learning interest, through supportive activities of body; expressive use of hands through finer works, rhythmic through dance, and imitative ways through drama lessons (Singh et al., 2017).

2.3.3.6 Intrapersonal intelligence

Intrapersonal intelligence is referred to as a learner's ability to better manage self-discipline, self-understanding, and the teachers' ability to identify their teaching strengths and weaknesses (Saidi, 2020). It is the ability for learners to better understand and know themselves, to better adapt to teaching and learning environments which best support their strong trait of intelligence (Screenidhi & Tay, 2017). Although, this intelligence may not seem to be relevant in the scope of this study, it does however have a great impact on learners' and teachers' ability to identify their strengths and weakness academically (El-Deghaidy & Mansour, 2015). Thus, this intelligence entails one's ability to develop other intelligence, a form of enhancement of a vital intelligence needed to effectively learn or function within society (Abdi, 2020). Learners occupying this intelligence best learn under learning outcomes and activities which best assist in interpreting and appreciate feelings, emotions, desires, strengths, and motivations which best define them (Şener & Çokçalışkan, 2018).

2.3.3.7 Existential intelligence

Existential intelligence is defined by Gardner as a learner's interest in sharp thoughts around issues of death and the existence of mankind and science, or evolution (Jaddou & Abdullah, 2018). It is the ability to deeply engage when interacting with others by looking beyond and being very expressive (Fardad et al., 2015). It has a low positive impact on learners' academic performance, but it forces some learners to adjust to dominant intelligence found in some curriculum (Anandarasu & Vaiyadurai, 2018). Learning outcomes for such learners entail sharp ideas and philosophical concepts that ask questions on critical issues, such as creation of universe and issues of life (Jaddou & Abdullah, 2018). It also plays a vital role as an enhancing

tool in learners' creative thinking skills (Sari et al., 2019). Learners with this existential intelligence end up becoming scientists and philosophers (Atela, 2019).

2.3.3.8 Visual-spatial intelligence

Visual-spatial intelligence comes third in affecting learners' academic performance, after verbal-linguistic intelligence and logical-mathematical intelligence at the highest ranking (Anandarasu & Vaiyadurai, 2018). Learners who dominate in this intelligence seem to follow career fields that allow them to navigate map-making, visual arts, and architecture (Aleksic & Ivanovic, 2016). The learning outcomes for this intelligence are characterised by mathematics involving geometry, imagination, conceptualisation, problem solving, and pattern determining (Kurniati et al., 2018). Interestingly, visual-spatial intelligence is an important part of the education sector which has been neglected (Abdi, 2020).

2.3.3.9 Naturalist intelligence

Naturalist intelligence is referred to as the ability to be in touch with nature, from distinguishing plants, mountains to different cloud configuration (Hartika et al., 2019). Even though the naturalist intelligence is not dominating as compared to the other intelligences, it still has an impact on how effectively learners learn (Anandarasu & Vaiyadurai, 2018). Learners with this intelligence end up pursuing careers in farming and veterinarians, and to play a significant role in the development of technology and economies (Hartikaet al., 2019). Learning outcomes for such learners consist of knowledge construct about nature, which is knowledge based on relations between plants, animals, and other components in nature (Watve & Watve, 2018).

2.3.4 Relevancy to the study

Gardner's (1983) MI theory was relevant to this study for various reasons. It is responsive to the differences of individuals instead of ignoring and pretending that all individuals have the same kinds of minds, which ensures that everyone receives an education that maximises his or her own intellectual potential (Venville & Oliver, 2015; Azid et al., 2016; Yaumi et al., 2018). Hence, it relates and complements this study of using Selective Learning to enhance effective learning interest. Furthermore, MI allows teachers and learners to predominately possess at least two or three dominant intelligences, which are vital for one to identify their dominant

multiple intelligences that affect the processes of teaching and learning (Enescu, 2017). Therefore, learners exercise the concept of Selective Learning, by selecting what they want to learn, according to the degree which information is relevant to them and their level of understanding (Ersoy, 2019). Thus, allowing teaching and learning to be exercised in a manner which acknowledges each learner's learning needs and strengths (Takahashi, 2013). With regards to the nature of pedagogy in schools, this theory is an essential factor in this study, as it influences the processes of teaching and learning, thus affecting the level at which learners learn effectively within South African schools (Eloff & Swart, 2018). According to Supardi (2013), the learners' effective learning processes are useful, tangible, and meaningful in preparing them to face the challenges of the future, as they are influenced by both internal (interest in learners' learning, self-concept, self-learning, attention, intelligence etc.) and external factors (classrooms, teacher competence, curriculum design, study time, learning methods etc.).

Since the study aims to enhance and create effective learning interest processes in South African schools, Howard Gardner's Multiple Intelligence is thus the best theoretical framework. The use MI teaching techniques and MI based curricular in schools has tremendous impact on learners' academic performances (Singh et al., 2018). According to Poursaberi and Mohammadi (2017), MI is useful in educational structures as a powerful instrument for assessment of learners' abilities and aptitudes. Hence, MI is relevant in this study because it supports the notion of Selective Learning which allows flexibility in education system, which gives learners the freedom to select any type of information important or significant to them (Ersoy, 2019). This is important because it allows each learner to receive educational activities, which serve all intelligence types to increase their interests and cognitive abilities, to allow a sense of quality in the education and to avoid future unfavourable issues (Bayram et al., 2020).

2.4 Conclusion

In this chapter, the researcher mainly focused on the review of related literature, pertaining to the development of the concept of Selective Learning. The chapter defined the concept of Selective Learning, learning interests, and effective learning, to bring about an understanding of the concepts. It emerged in this chapter that Selective Learning underscores the importance of identifying each learner's level of interests in education to enhance effective learning.

Education is a driving force in every country and the chapter elaborated more on what it means to effectively learn. It is without doubt that all learners are different, and all learners possess different types of intelligence which affects how they effectively learn and achieve academic excellence. The researcher also presented the debate surrounding the chosen theoretical framework for the study, the background of MI theory, the concepts around it, and the objective of the theory. The chapter also outlined all types of the MI theory as postulated by Howard Gardner. The researcher also emphasised the relevance of the use of the MI theoretical framework on the study. The study focused mainly on how the use of Selective Learning in schools can enhance effective learning interest. Therefore, the next chapter would focus on the methodological approach employed in this study.

CHAPTER 3

RESEARCH METHETHODOLOGY AND DESIGN

3.1 Introduction

The previous chapter focused on the review of related literature, outlining the conceptual and theoretical frameworks. This chapter presented the research methodology and design of the study. It focused on qualitative research approach used through the means of Grounded theory. This chapter discussed the paradigm of the study, research design, data collection instrument, mechanism for selection of participants, data analysis, and the ethical considerations for the study. Lastly, the chapter summary was also presented.

3.2 Research methodology

3.2.1 Research approach

This study adopted the qualitative research approach, located within grounded theory of research methodology. The grounded theory is a qualitative research methodology, a systematic method that is structured yet flexible, that could advance, refine, and expand a body of knowledge, and establish facts and/or reach new conclusions (Chun et al., 2019). The purpose of grounded theory in this study is its flexibility in encouraging conceptual thinking and theory building (Khan, 2014; Hussein et al., 2020). Similarly, the methodology of grounded theory is related to the systematic method, aimed at theory construction which relies on rigorous analysis and conceptualisation of data (Charmaz & Belgrave, 2019). The study used grounded theory method that involved collecting, examining, and checking data. This method has focused on data analysis, although its implications for data collection are beginning to be articulated (Charmaz, 2014). The researcher made use of the grounded theory by employing inductive reasoning through iterative, comparative, and interactive means (Charmaz & Belgrave, 2019). The aim of using inductive reasoning was to make the researcher discover the binding principles and theories found in the collected data through data analysis (Khan, 2014).

Grounded theorists analyse data using comparative methods, thematic analysis, from the beginning to the end throughout the research process (Pulla, 2016). Hence, this qualitative, grounded theory study aimed to answer how Selective Learning can enhance effective learning

interest in schools. Thus, the advantages of using grounded theory in this study involve its ability to allow the researcher to gather rich data, to systematically analyse data and to potentially conceptualise the data (El Hussein et al., 2014). The main disadvantage of the grounded theory is that the researcher may lack sufficient or compatible data to answer the study's research question/s, thus causing data presentation difficulties and a poorly integrated study (Whiteside et al., 2012). Grounded theory is relevant to this study because it allows the evolution of the study (Turner & Astin, 2020). Thus, the study is shaped by ongoing research processes and theory development because it involves issues of formal educational curriculum and learning (Bytheway, 2018).

3.2.2 Research paradigm

This study employed the interpretivist paradigm, which believes that there is more than one reality and to understand human agency, behaviour, attitude, beliefs and considers different perceptions (Abdel-Fattah, 2015). It helps to explore how Selective Learning could be used to enhance effective learning interest. The advantage of the interpretivist paradigm is that it allows the researcher to understand that each individual is unique with different realities, behaviours, and perception (Khan, 2014). Hence, the paradigm is also subjective and has multiple interpretations with respect to human beings, as they are different from physical phenomena (Alharahsheh & Pius, 2020). The main disadvantage is that the researcher could potentially leave out useful findings, which may result from using scientific processes. Hence, it may leave out gaps in verifying validity, and thus remain subjective instead of being objective. The relevance of this paradigm to the study is that it allows the researcher to capture the live experiences of the study participants, in this case the teachers (Corbett, 2021). Thus, it allows the researcher to capture teachers' views on teaching and learning, learners' learning interests, and how Selective Learning could potentially enhance effective learning interest to improve the current educational programme, CAPS.

3.2.3 Research design

This study used the grounded theory as a research design. Grounded theory design assists the researcher to account for behaviour patterns, which are relevant by generating a conceptual theory for those involved, even though the grounded theory design may have the disadvantage of having limited generalisability (Chun et al., 2019; Hussein et al., 2014). As Kasture (2016)

highlights, in grounded theory the researcher selects the phenomenon of study to generate the theory that explains the phenomenon, identifying and connecting themes captured from the collected data. Hence, this study applied such a design, by concluding with comparisons of the findings, and letting data interact with the theory on several concepts.

3.2.4 Data collection instruments

3.2.4.1 Semi-structure interviews

This study used semi-structured interviews as an instrument for data collection. According to Kallio (2016), semi-structured interviews are versatile and flexible for qualitative grounded theory research design mode of data collection. This instrument constituted compiled open-ended questions, with a total of 13 questions for each interview, which consisted of 9 main questions and 4 sub-questions. Even though semi-structured interviews were time-consuming and labour-intensive during analysis, this instrument played a critical role in capturing participants' experiences and opinions, and providing in-depth data and bringing focus, probe, and delve into issues of interest (Newcomer et al., 2015; Weiten, 2016). The semi-structured interviews were relevant in this study because they allowed the researcher to explore the views and experiences of all participants about the study (Maree, 2016).

The interviews were conducted individually with eight (n=8) participants to capture their views on the use of Selective Learning to enhance effective learning interest in schools in the Motheo Education District. Hence, allowing participants to be interviewed individually creates a platform of freedom of expression, allowing them to disclose more personal thoughts and feelings without having to worry about the thought of being judged by their peers (Kruger et al., 2019). Thus, the interviews were conducted individually, with each participant interviewed for 45 minutes. The questions of the interviews were based on the understanding of learning interest, understating of effective learning, CAPS' inflexibility to accommodative to all learners' learning interests, factors influencing learners' dropping out, creating Selective Learning in enhancing effective learning interest, benefits of Selective Learning, the belief that it is best for one to learn according to their learning interests or rather under the standardised curricula structure 'CAPS', as well as the challenges in implementing Selective Learning, the roles of Selective Learning, and how effective learning interest amongst learners can be overall improved.

3.2.4.2 Procedure for data collection

The study was conducted within the Motheo Education District, in two high schools in the Free State Province of South Africa. Firstly, the researcher selected this province because the schools were easily accessible. According to Robinson (2014), a researcher can have a great challenge when recruiting interviewees within an organization. Thus, secondly, the researcher selected the schools because of the willingness of the organisations/schools to participate in the study. Hence, the researcher had to secure permission from relevant gatekeepers such as the Department of Basic Education (Motheo District Department of Education), principals, and teachers. Therefore, the researcher through these relevant gatekeepers' communication channels which secured permission, was able to conduct this study from the selected schools (Robinson 2014). Additionally, the schools were welcoming and participants were willing to participate in the study. Lastly, the researcher also selected the schools because they were relevant and appropriate for the study, on the basis of the sampling decisions, such as the appropriateness of the sample and the relevance of having both urban and rural participants for the study (Guetterman, 2015). School A was based in the rural area and school B in the urban area. School A had a total average of 1706 learners and 50 teachers and school B had 1799 learners and 73 teachers (Free State Department of Education 'FSDoE', 2019). Data collection procedure took place in the months of August and September 2019. The researcher visited the school's first to introduce the study to the participants. The first visit was to provide the consent forms and to explain the study to each of the participants. In the second visit, the interviews took place in the school premises, one in the school library and another school offered one of the classrooms. The interviews took place after school and not during teaching and learning hours. Each interview lasted 45 minutes. Participation in the study was purely confidential. Thus, the use of fictitious code number was used on all interviews, to protect the participants' identity. Fictitious coding was done in this study as follows: Participant 1 to Participant 7. The teachers from School A were numbered as Participant 1 to 4; and those from School B as Participant 5 to 8. Apart from taking notes of remarks made by the participants, all participants consented to use of an audio recorder. The audio recorder greatly assisted in obtaining reliable data that was complete, concrete, and detailed, giving the teachers sufficient time to discuss issues about the study, without having to worry about teaching time. Teachers were asked questions individually, capturing data based on the teachers' perspective regarding the study.

3.2.4.3 Research sites

School A

The first research site was in one of the rural areas in Botshabelo, Motheo Education District, Free State Province. The school was about 45 minutes' drive outside the city of Bloemfontein. The school infrastructure was average in quality, without proper infrastructure as compared to School B, which had a well-functioning library with computers and appealing sports grounds. The books in the library were few and looked old and the library setting was also not appealing for study sessions. The school did not have a proper parking space for teachers and visitors, and it had dusty yards without any grass.

School B

The second research site was in one of the urban areas in the city of Bloemfontein in Motheo Education District, Free State Province. The school was a few minute-drive, about 15 minutes, from the researchers' residence. The infrastructure of the school was better than that of School A, and consisted of appealing well-functioning library, with computers and well maintained sports grounds. The yards were very neat and well maintained. The school had well maintained grass and proper parking space for teachers and visitors' cars.

3.2.5 Mechanism for selection of participants

3.2.5.1 Target population

According to Asiamah et al. (2017), target population refers to the participant of interest, with specific attributes relevant to the study. The relevance of a target population is to capture participants' experiences and social processes concerning the study (Ali et al., 2020). Population target in research can affect the integrity of data, and in turn the credibility of findings (Asiamah et al., 2017). The target population of this study involved of all teachers who worked at the rural and urban schools in Free State Province, within the Motheo Education District. Teachers were the target population because they present the educational curriculum to the learners and evaluate their cognitive abilities (Eloff & Swart, 2018). Teachers are also responsible for creating teaching and learning spaces of unique mixture of different intelligence and apply them to the curriculum (Delgoshaei & Delavari 2012).

3.2.5.2 Sampling technique

This study used a random purposive sampling technique to select the participants. According to Sharma (2017), random purposive sampling is when the study selects and reflects on a group of participants with influence for the study. It is also known as judgemental or subjective sampling. Thus, the researcher allowed any interested teacher, from different ethnicity, gender, and age to participate in the study. These participants were thus chosen to explore the study of Selective Learning as enhancing effective learning interest. Though one may find this sampling to be highly prone to researcher bias, it allows the researcher to present rich data that closely resembles the wide spread of the targeted population (Sharma, 2017; Ames et al., 2019). Purposive sampling was chosen for this study because the researcher had identified and selected interested individuals, such as teachers regardless of their age, gender, and ethnicity, since they are knowledgeable about the topic in question (Etikan et al., 2016). Teachers serve a vital role in this study because they are the first role-players in imparting the educational curriculum and in assessing the learning interests of learners.

3.2.5.3 Sample size

The sample size comprised eight participants (n=8, teachers: n=5, females, and n=3 males). Participants constituted of two races namely, Black and White teachers (n=5 Black and n=3 White teachers). Participants were selected from two schools (School A, School B), School A being rural based and School B urban based. All participants were responsible for teaching Grade 10 learners. Participants could give a clear perspective on learners' cognitive abilities, on learners in Grade 10 concerning their learning interests and guidance for their future career paths. As Vasileiou et al. (2018) note, one may find a small sample in qualitative research to ensure that depth case-oriented analysis is supported. According to Malterud et al. (2016), with grounded theory design, sample size is referred to as an element of the ongoing analysis, where every new observation is compared with previous analysis to identify similarities and differences.

3.2.5.4 Criteria for selection of participants

Study participants were teachers who warranted inclusion in this study because research question aimed at exploring how the Selective Learning can be used to address some of the fundamental issues faced by learners, based on their different learning interests and purpose/benefits of Selective Learning. This made the chosen participants important in this study because in-depth data cannot be obtained from other participants outside this field of

study (Taherdoost, 2016). Thus, to ensure that the in-depth data gets to achieve the objectives of the study (Kumar, 2014). Participants for this study were from School B, which is an urban based school in Bloemfontein/Mangaung area and School A, which is a rural based school in Botshabelo. Both schools fall under the Motheo Education District. The differences in demographic areas or study site create a space whereby it avoids creating a biased study (Reddy & Ramasamy, 2016).

3.2.6 Data analysis

3.2.6.1 Thematic Analysis

This study employed thematic analysis as a technique to analyse qualitative data. As Nowell et al. (2017:2) observes, it is useful to use thematic analysis in this study to 'carefully determine the perspectives of different participants, highlighting similarities and difference and generating unanticipated insights' grounded in the collected data. Thematic analysis is very useful and easy to utilise, and it is able to assist researchers in data analysis, by providing the researcher the 'opportunity to code and categorise data into themes by displaying and classifying processed data according to its similarities and differences (Alhojailan, 2012:40-41). Thematic analysis provides the researcher a space to "compare data with data; stay close to and remain open to exploring what they interpret is happening in the data; construct and keep their codes short, simple, precise and active; and move quickly but carefully through the data" (Thornberg & Charmaz, 2014:156).

3.2.6.2 Initial coding and categorisation of data

Initial coding data categorisation was essential for this study, as it was used to understand data grounded in the study (Birks & Mills, 2015). It was relevant to use initial coding and data categorisation, because it allowed the researcher to identify the important words or group of words in the data and classify it (Birks & Mills, 2011). Therefore, in this study initial coding and data categorisation emerged when the researcher went into the field to engage with participants and the questions had to be categorised as each participant engaged with the open-ended questions. Thus, during data collection, analytical focuses of the researcher must be present during the research process, which involves openness to learning about the participants, as well as the insight gained by bringing to light how the study was conducted thoroughly and systematically (Charmaz & Thornberg, 2020).

During initial coding and categorisation of data, it is important to ask the right questions which would support the study and align it with the study aim. Therefore, data categorisation/themes emerged in this study in ways which involve the understanding of learning interest, understating of effective learning, CAPS' inflexibility to accommodate all learners' learning interests, factors influencing the rise in school dropouts, creating Selective Learning in order to enhance effective learning interest, benefits of Selective Learning, the perception of learning according to the learners' learning interests versus learning under the standardised curricula structure 'CAPS', challenges in implementing Selective Learning, the roles of Selective Learning, and how effective learning interest amongst learners can be overall improved. The mentioned views were the core categories/themes, which were identified to capture the in-depth information on the view of the teachers regarding the study. It is without doubt that during the process of grounded theory, initial coding and data categorisation can be helpful in ensuring that one refrains from 'inputting their own motives, fears or unresolved personal issues to respondents and to the collected data' (Pieterse, 2010:121).

3.2.6.3 Trustworthiness issues

Trustworthiness comprises 'both rigour in the research process and the relevance of the study' (Bailie, 2015). Similarly, reliability is the extent to which results can reproduce under similar methodology (Mtawa, 2014). Validity is a point of determining whether the research truly measures that which is intended to measure or how truthful are the research results (Mtawa, 2014). Validity in this study was tested using theory triangulation. Theory triangulation for this study was done by making use of Multiple Intelligence (MI) framework, as a theory to analyse and interpret data, and as well as analysing data pertaining to conceptualisation of Selective Learning, learning interest and effective learning (Triangulation, 2014). During the process of triangulation, data from variety of sources are used by the researcher, through applying a variety of methods which allow the researcher to gain more reliable knowledge (Graue, 2015). Trustworthiness in this study was obtained by carefully maintaining a detailed audit trail (notetaking and audio-recording during interviews); data management strategies (by initial coding and data categorisation drawn from the open-ended questions and by demonstrable procedural logic records), and detailed participants' views word-by-word and line-by-line (Chun Tie et al., 2019).

3.2.7 Ethical considerations

Prior to data collection, the researcher obtained ethical clearance from the University of the Free State (UFS). The university approved the research proposal, which then passed through the Faculty of Education's proper channels, until the ethical clearance was granted. The ethical clearance number was UFS-HSD2018/1578/2806, which was valid for a period of 12 months from the 28th of June 2019, the period of issue. After receiving ethical approval from the University of the Free State, permission was obtained from outside stakeholders, according to the University of the Free State's several ethical procedures and regulations. The Department of Basic Education (DBE), the Motheo District Department of Education, granted the researcher the permission to conduct the study. The permission was valid for a limited period, which was from the 14th of May 2019 to the 30th of September 2019. Strict conditions were stipulated on the approval regarding the times allowed to gather the research data. The department did not allow the research to take part in the fourth term. Thus, the research data was gathered during the third South African school term (9 July 2019 – 20 September 2019). The other condition was that the researcher should not interfere with the normal tuition time or teaching processes, and this was surely followed since the interviews took place after school with the available, interested participants in all the selected schools. The researcher attentively followed those guidelines. Consent forms were distributed to all the necessary stakeholders, who were principals and teachers. Participants were informed about the purpose/aim of the study and participation requirements were outlined in all the consent forms. According to Bertram and Christiansen (2014:65), "ethics is an important consideration in research, a behaviour considered as right or wrong in research". Thus, before embarking on this research journey, protocols were followed to receive the ethical clearance for this study.

3.3 Conclusion

This chapter has presented the research methodology of the study. The procedure of the study and steps followed to achieve the objectives of the study were outlined, as well as the process relating to the selection of the target population and the study area. Data collection processes and semi-structured interviews were used as data collection tools to obtain rich data. The sections relating to research design and methodology were briefly explained to clarify the purpose of study. Grounded theory can be challenging, and it is important to ensure that the study is systematically arranged. This chapter outlined how the trustworthiness of the study was achieved, as well as the ethical requirement processes. The next chapter would cover data presentation and analysis to answer the research question/s espoused in this study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter outlined the research methodology of this study. This chapter presented the qualitative results of the semi-structured interviews through thematic analysis. The chapter presented the aim and objectives of the study, biographic results of the participants, and the thematic results and subthemes of the study.

4.2 Aim and Objectives of the study

This study aimed to explore how Selective Learning can enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province. The study intended to achieve the following objectives:

1. To explore the challenges that Grade 10 teachers encounter during the implementation of Selective Learning in schools.
2. To explore the impact of Selective Learning on learners' readiness for university education.

4.3 Biographic results of participants

This study collected raw data from eight participants (n=8) (3 males and 5 females). All participants were teachers as their professional occupation, selected from two schools in Motheo Education District, Free State Province, South Africa. There were three Whites and five Blacks (ethnicity) with diverse teaching qualifications (obtained highest qualifications), and their ages varied between 27 and 62 years. Participants were from both rural and urban schools. School A was a rural-based school in the Botshabelo area, and School B was an urban based school in the Bloemfontein/Mangaung area. Participants were teachers who were teaching from Grade 10 to Grade 12 in high schools within the Motheo Education District. The participants were responsible for teaching various subjects, such as Life Orientation, Mathematics, English, Xhosa, Tourism, History, Mathematics, and Mathematica Literacy.

Table 4.1: Biographic results of the participants

Participants	Age	Gender	Ethnicity	Schools	Subject(s) Taught	Grade level	Residential area	Home language	Highest Qualification
Participant 1	30	Female	Black	School A	Life Orientation	8-11	Rural-Botshabelo	Sesotho	Postgraduate Certificate in Education (PGCE)
Participant 2	27	Male	Black	School A	Mathematics	10-12	Rural-Botshabelo	Sesotho	Postgraduate Certificate in Education (PGCE)
Participant 3	62	Female	Black	School A	English and Xhosa	8-10	Rural-Botshabelo	IsiXhosa	National Professional Diploma in Education (NPDE)
Participant 4	28	Female	Black	School A	Tourism and English Home language	10-12	Rural-Botshabelo	Setswana	Postgraduate Certificate in Education (PGCE)
Participant 5	39	Female	White	School B	English and History	10-12	Urban-Bloemfontein	Afrikaans	National Professional Diploma in Education (NPDE)
Participant 6	37	Male	White	School B	Mathematics and Mathematics literacy	10-12	Urban-Bloemfontein	Afrikaans	Bachelor of Education (B.Ed.)
Participant 7	40	Male	Black	School B	English, Life Orientation	10-12	Urban-Bloemfontein	SeSotho	National Professional Diploma in Education (NPDE)
Participant 8	32	Female	White	School B	English Home language	10-12	Urban-Bloemfontein	Afrikaans	Bachelor of Education (B.Ed.)

Participant 1

Participant 1 was a 30-year-old female teacher. She was the first teacher representing the rural-based school in the Botshabelo area, School A. She was Black by race. Her highest qualification was a Postgraduate Certificate in Education (PGCE) and qualified to teach Life Orientation subject up to Grade 8 and 11 learners. She resided at section A in the Botshabelo area, not far from the school. The participant was a SeSotho speaking individual, and she expressed herself mostly in SeSotho during the interview to express herself fluently.

Participant 2

Participant 2 was a 27-year-old male teacher. His highest qualification was a Postgraduate Certificate in Education (PGCE). He was Black and he taught Mathematics from Grade 10 to 12 learners at high school. He resided at section A in the Botshabelo area, which was not far from the school. The participant was fluent in both English and Sesotho during the interviews. He used his discretion of comfort whenever he had to express himself. He was noted to be SeSotho speaking individual rooted in Basotho culture. This was the second teacher representing the rural-based school in the Botshabelo area, namely, School A.

Participant 3

Participant 3 was a 62-year-old Black female teacher, with extensive experience in teaching and learning environments. She originated from Eastern Cape and was an IsiXhosa speaker, who moved to Bloemfontein with her family when she was a teenager. She initially moved to Zastron in the Free State Province before moving to Bloemfontein. She obtained her highest qualification in National Professional Diploma in Education (NPDE). She resided in the Botshabelo area. She taught two subjects, English and IsiXhosa, from Grade 8 to 10 at high school. This was the third teacher representing the rural-based school in the Botshabelo area, namely, School A.

Participant 4

Participant 4 was a 28-year-old Black female teacher who resided in Botshabelo, in the rural area. She was the fourth teacher representing the rural-based school in the Botshabelo area, namely, School A. Her highest qualification was a Postgraduate Certificate in Education (PGCE). Her teaching experience was less than five years. She was responsible for teaching two subjects, which are Tourism and English Home Language, at high school from Grade 10 to 12.

Participant 5

Participant 5 was a 39-year-old White female and resided in the urban area in Bloemfontein. She had a National Professional Diploma in Education (NPDE) as her highest qualification. This was the first teacher representing the urban demographic area, namely, School B. She was an Afrikaans-speaking individual, but she expressed herself in English during the interviews. She taught both English and History subjects from Grade 10 to 12 at high school, in the Motheo Education District.

Participant 6

Participant 6 was a 37-year-old Afrikaans speaking teacher. He expressed himself in English during the interviews. He resided in the urban area in Bloemfontein. He is a White male teacher, teaching from Grade 10 to 12, and responsible for two subjects, namely, Mathematics and Mathematics literacy. This was the second teacher to represent the urban demographic area school chosen for the study, namely School B, with a Bachelor of Education (B.Ed.) as the highest qualification.

Participant 7

Participant 7 was a 40-year-old African male residing in the urban area in Bloemfontein. He is a SeSotho speaking individual but expressed himself in English during the interview. He taught two subjects in Grade 10 to 12, which are English and Life Orientation. He has obtained a National Professional Diploma in Education (NPDE). This was the third teacher to represent the urban demographic area school chosen for the study, namely, School B.

Participant 8

Participant 8 was a 32-year-old White female teacher. She taught English Home Language from Grade 10 to 12. She was an Afrikaans speaking individual but expressed herself in English during the interviews. She had a Bachelor of Education (B.Ed.) degree as the highest qualification and resided in the urban area in Bloemfontein. This was the fourth teacher to represent the urban demographic area school chosen for the study, namely School B.

4.4 Thematic results

The researcher analysed the data by carefully perusing the transcripts obtained from the interviews. Themes and subthemes emerged to support the study aim and objectives. The themes and subthemes that emerged are shown in Table 4.2

Table 4.2: Thematic results: Emerging themes and subthemes of the study

Themes	Subthemes	
1. Understanding of learning interest	- Engaged learning - Meaningful learning - Enhanced knowledge - Enhanced understanding	
2. Understating of effective learning	- Learning outcomes - Flexible learning environment - Ability to interpret taught information	

	- Ability to create own information	
3. CAPS' inflexibility to accommodative to all learners' learning interests	- Un-accommodated Assessment	- Oral assessment
	- Strict Teaching guidelines	- Teacher-centered curriculum - Outdated curriculum
4. Factors influencing learners' dropping out	- Personal factors	- Learning challenges - Language barriers - Child-headed household - Lack of interest - Authority teaching style
	- CAPS factors	- Lack of learning flexibility - Lack of learning - diversity - Inflexible workload - A mere curriculum: Curriculum design
5. **Creating Selective Learning in enhancing effective learning interest**	- Creating a flexible learning environment	
	- Creating a conducive learning environment	

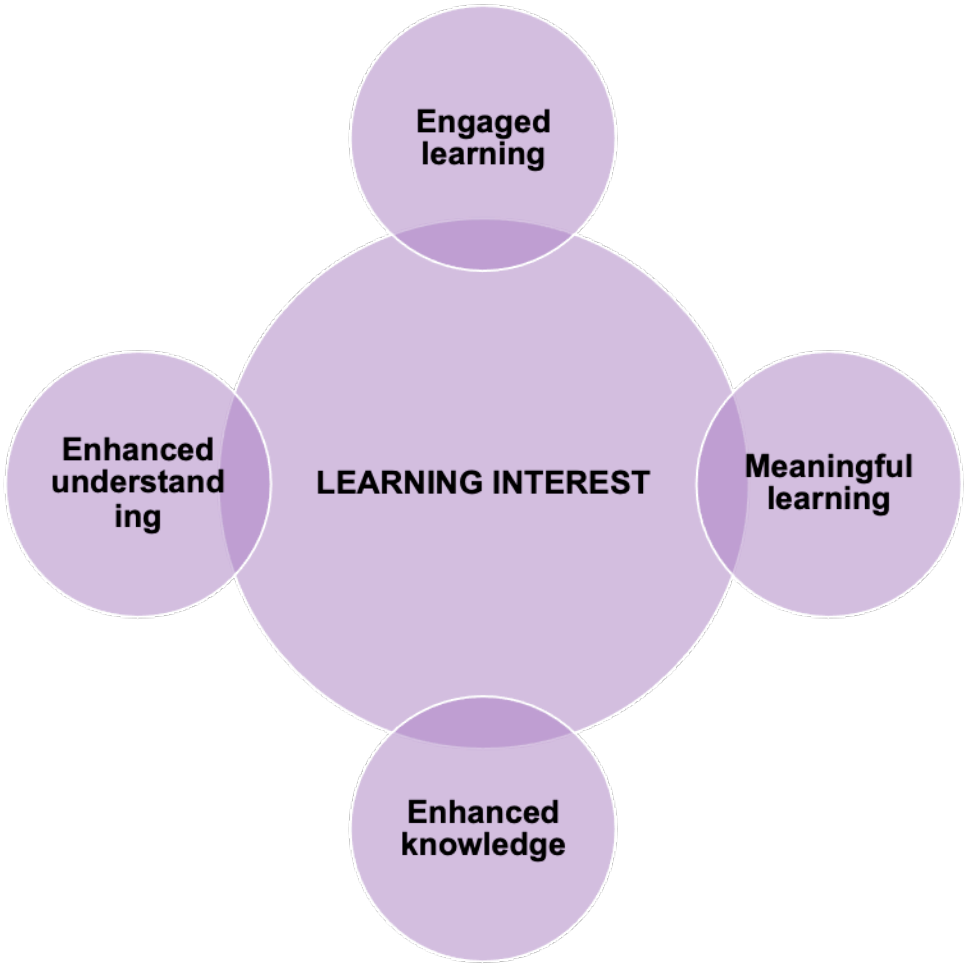
	- Developing a flexible teaching skills	
	- Resources	
	- Revisiting the curriculum (CAPS)	
	- Career guidance	
6. Benefits of Selective Learning	A) As enhancing effective learning interest	- Creating tolerable learning - Enhance cognitive skills - Engaged teaching and learning - Academic excellence
	B) As improving the current curriculum	- Learning environment - Subject grouping - Teaching skills-Assessment - Academic excellence
7. The believe that it is best for one to learn according to their learning interests or rather under a under the standardised	- Uniqueness	
	- Determination	- Self-esteem - Academic progress

curricula structure 'CAPS'	- Twofold notion	
8. Challenges in implementing Selective Learning	- Adaptation	
	- Confusion	
	- Curriculum implementation	
	- Teaching training	
	- Resources	- Space
9. The roles of Selective Learning	- Readiness to universities	- Continuous learning - Degree choices - Workload
	- Readiness to work environments	- Continuous experience - Group dynamics
10. How effective learning interest amongst learners can be improved overall	- Resources	
	- Teaching skills	
	- Improved curriculum	- Moral activities
	- Learners' attitude towards learning	

4.4.1 Understanding of learning interest

The study found that learning interest could be understood as the combined elements of engaged learning, meaningful learning, enhanced knowledge, and enhanced understanding in the Motheo Education District amongst Grade 10 learners.

Figure 4.1 Learning interest



4.4.1.1 Engaged learning

The participants' responses in the interviews revealed that teachers understand learning interest as engaged learning among Grade 10 learners in Motheo Education District. Participants acknowledged the existence of engaged learning, whereby learners actively take part in learning by interacting with the learning materials and with other learners. This revealed the learners' ability to interact in a subject by engaging in the topics or content being taught. The following response from in-depth interviews helps illustrate this point:

> *"Learning interest is being developed in learning; it occurs when a learner actively engages with learning materials and with others or with themselves in a particular topic or subject"* (Participant 2).

4.4.1.2 Meaningful learning

The participants' responses show that learning interest is considered as meaningful learning among Grade 10 learners in schools at Motheo Education District. Meaningful learning is whereby teaching, and learning processes become meaningful for learners. For example, teaching learning processes has an impact on the learner's social life and influences their everyday life experiences. One participant shared the following.

> *"Learning processes need to be meaningful since they affect social life; its everyday experiences that are necessary as we adapt. Not only cognitive abilities, but it's the processes that are taking place on everyday life"* (Participant 6).

4.4.1.3 Enhanced knowledge

The participants' responses show that teachers understand learning interest as enhanced knowledge among Grade 10 learners in schools at Motheo Education District. They acknowledge enhanced knowledge as obtaining knowledge throughout one's life journey and acquiring new knowledge, skills, and learning processes. Participants revealed that knowledge could be obtained through structured, formal, or informal teaching and learning experiences, for example, acquiring skills and knowledge through studying, experience, or being taught. The following responses from in-depth interviews help illustrate this point:

> *"I think learning interest is a process of acquiring new knowledge, skills and processes. It could be structured, formal or informal"* (Participant 3).
>
> *"Learning interest is a broad concept; it is obtaining knowledge in this journey called life"* (Participant 4).
>
> *"Learning interest is acquiring skills and knowledge through studying, experience or being taught"* (Participant 1).
>
> *"Learning interest is everyday learning regardless of age, acquiring knowledge about something new that you don't know about"* (Participant 8).

4.4.1.4 Enhanced understanding

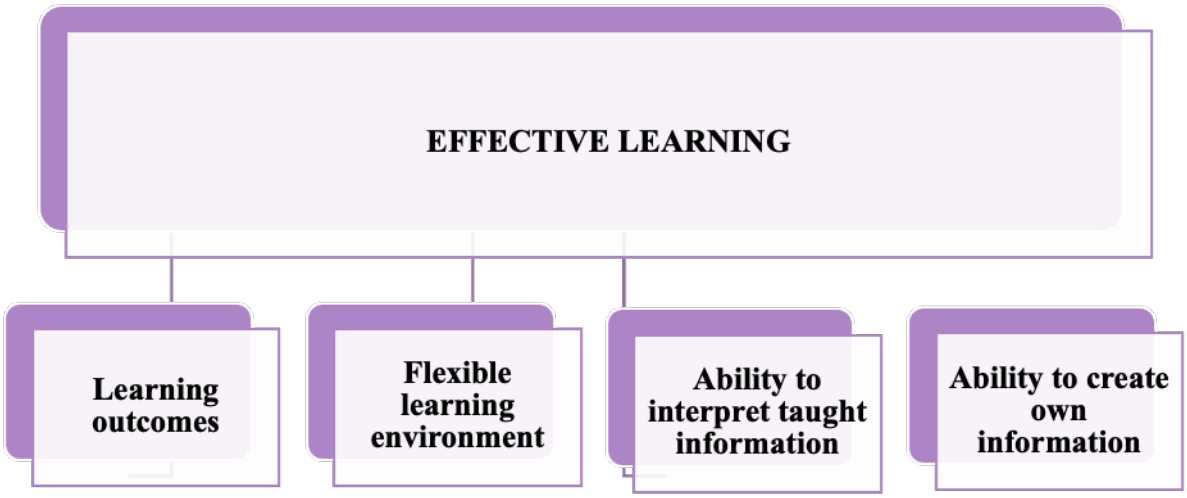
The participants' responses revealed that they consider learning interest as enhanced understanding of Grade 10 learners in schools at Motheo Education District. Participants

acknowledged the existence of enhanced understanding, which is the ability for a learner to grasp concepts in their own way. They further mentioned that learning interest is when we adapt easily to teaching and learning processes, through their cognitive abilities and the ability to understand teaching and learning processes taking place in everyday life. For instance, learners can give light to darkness through enhanced understanding, through the assistance of teaching and learning processes that enables blank minds to be easily filled. The following responses from in-depth interviews help illustrate this point:

> "*Learning interest is grasping concepts in your own way"* (Participant 5).
>
> "*Not only cognitive abilities but its processes are taking place in everyday life"* (Participant 6).
>
> "*Giving light to darkness, filling blank minds and enhancing"* (Participant 7).

4.4.2 Understanding of effective learning

This study has revealed that effective learning is understood as learning outcomes, flexible learning environment, ability to interpret taught information, and creating own information, amongst Grade 10 learners at selected schools in Motheo Education District. **Figure 4.2 Effective learning**



4.4.2.1 Learning outcomes

The participants' responses from in-depth interviews have revealed that teachers understand effective learning as learning outcomes of Grade 10 learners at selected schools in the Motheo District. Participants acknowledged that learning outcomes accompany learners when they understood information. They further mentioned that effective learning is when the learning outcomes allow learners to be assessed in the best way that they know, for instance, when learners want to be evaluated orally, the learning outcomes should be accommodative to different learning styles. Hence, learners should be able to be identified and learn according to their academic strength and the ability to engage with the learning outcomes and apply the information being taught in classrooms. Participants suggested that effective learning is when learning outcomes are fruitful and when they are easily interactive. It is how learners pass, engage, and interact with the learning outcomes. The following responses from in-depth interviews help illustrate this point:

> *"Effective learning is a situation whereby a teacher and a learner have a positive environment for learning. It is whereby the learning outcomes accommodate the learner well and the learner understands information. There are different types of learning, therefore effective learning would mean a learning environment accommodates a learner to learn in different styles, being able to learn according to the best way they know how. Other learners prefer to learn through oral assessments because they struggle to write, so effective learning allows such types of learning to occur"* (Participant 1).

> *"Effective learning is when learners can pass their subjects, so we get to identify those learners according to their academic strengths. So effective learning is when learning is accommodative to learners' interests (accommodative learning outcomes), learners' ability able to apply the information in tests or any given assessment, and their ability to perform when given those task/assessments"* (Participant 3).

> *"Effective learning is when we see the results; that means something is effective when it is proved to be working, and if it is not effective, then it does not serve any purpose. So effective learning we see it from the learners' interaction with the learning material and how they pass and engage, we know whether it was fruitful or not"* (Participant 5).

4.4.2.2 Flexible learning environment

Participants' responses from in-depth interviews have revealed that effective learning is understood as a flexible learning environment at schools among Grade 10 learners at Motheo Education District. Few participants highlighted that the learning environment should allow learners to be themselves and a flexible environment for effective learning to occur. In a flexible learning environment whereby both parties are involved, teachers and learners play an active role in ensuring that learning is effective. Therefore, teachers should be open to learners, for learners to be open to learning. Besides, a flexible learning environment is a place that enables learning, producing enough learning resources for learners, and where the teachers' ability to practice proper teaching skills and to create an enhancing environment for teacher-learner relationship occurs. For instance, it is expected of a teacher to reach every learner in a classroom, those with different learning skills or needs, as well as learners playing their part in engaging with the learning material. Responses reflected effective learning as a flexible learning environment, allowing learners to learn according to their preferences. Hence, flexible learning for those who struggled to learn through written assessment should allow them to learn through an oral assessment format. The following responses from in-depth interviews help illustrate this point:

> *"For Effective learning to occur: first, the learning environment must be accommodative, that is flexible. For instance, some learners are easily disorientated. So, the environment should allow the learners to be themselves, not just teaching all the time. When we allow learners to engage with the learning material, it is thus effective learning when we see their determination to learn and engage with the information, we teach them. Teachers should be open to learners so that learners can be open to them and that way there will be effective learning as allowed by a flexible learning environment"* (Participant 4).

> *"Effective learning would be a situation whereby the teacher and the learner are on the same page in terms of what the teacher is trying to carry over to the learning session, giving information and the ability for the learner to understand; that for me is effective learning. Teaching and learning to be effective requires both parties to play an active role so that learning becomes effective. For instance, you find that in a classroom we have learners with different learning skills or needs and for a teacher to reach every learner the learners must play their part, and they must engage with the learning material"* (Participant 6).

4.4.2.3 Ability to interpret taught information

The participants' responses from in-depth interviews have revealed that, among Grade 10 learners in selected schools in Motheo Education District, effective learning is considered as the learners' ability to interpret taught information in their own words at school. Thus, it is attaining information that can be used beyond the classroom. This implies that when learners have manifested their determination to learn in a particular subject, the teacher should try to carry over to the learner, giving information and the ability for the learner to understand and to recall what they have been taught, the ability to interpret that taught information in their own words. The following responses from in-depth interviews help illustrate this point:

> *"For me, effective learning is when a learner interprets information being taught in their own words, creating their own knowledge and, that for me is called effective learning. Effective learning is when I expect to see learners being able to understand the information that we teach them and being able to interpret it in their own words, creating their own knowledge and that is effective learning for me …"* (Participant 7).

> *"Effective learning is when learners can recall what they have been taught. Also, it is the teachers' ability to produce enough resources for learners to understand the learning outcomes and practicing proper teaching skills in order to create a suitable learning environment. Effective learning is to be able to attain information which one can apply and use in their everyday life, not just attaining information but not be able to use it beyond the classroom"* (Participant 8).

4.4.2.4 Ability to create own information

This study suggested that effective learning is understood as learners' ability to create own information at schools among Grade 10 learners at Motheo Education District. Teachers should be accompanied by learners' interests and allowing the creation of learners' own knowledge. This occurs when learners can complete and perform the given tasks during tests or any assessment. Learners should be able to see results by passing their subjects. When it is evident that learners can pick up the academic work, their understanding of what is being taught, and learners' ability to engage and apply the information taught is enhanced. The following responses from in-depth interviews help illustrate this point:

"Effective learning is when learners can pass their subjects, so we get to identify those learners' according to their academic strength. It is when learning is accommodative to learners' interest, learners' ability able to apply the information in tests or any given assessment and their ability to perform when given those task/assessments" (Participant 3).

"Teaching learners in an effective way, when you see that they can pick up the work, their understanding of what's being taught. It is their ability to engage and apply the information we have taught them" (Participant 2).

4.4.3 CAPS' inflexibility to learning interests

This study found that CAPS was inflexible to the learning interests of learners at schools among Grade 10 learners in selected schools in Motheo Education District. Thus, the CAPS is un-accommodating to learners' learning interests, through assessment and strict teaching guidelines among Grade 10 learners in schools.

4.4.3.1 Un-accommodated assessment

This study showed that the oral assessment could be a fact of un-accommodated assessment of CAPS' inflexibility to learners' learning interests at schools among Grade 10 learners at selected schools in Motheo Education District.

4.4.3.1.1 Oral assessment

Participants' responses from in-depth interviews have revealed that the oral assessment was inflexible to learners' learning interests at schools among Grade 10 learners at Motheo Education District. Teachers could identify CAPS as inflexible to all learners' learning interests through its assessment methods. Participants acknowledged that CAPS is not accommodating, and it does not benefit all learners. For instance, CAPS does not accommodate learners who learn differently, and all learners are expected to be assessed in the same way. It does not allow other learners to express themselves in the best way they know how. Participant emphasised that learners are expected to be assessed through writing, while some learners prefer to be assessed orally. Hence, some learners are good when assessed through writing and while some learners are good when assessed orally. It is considered a great concern amongst some learners because oral assessments are few and specific in some of the tasks in the learning outcomes

and not all tasks are allowed to assess learners orally. For instance, some learners cannot express themselves, and others cannot even write well. If some learners cannot speak, then it means they need to write and if they cannot write, such learners need to be allowed to speak. The following response from in-depth interviews helps illustrate this point:

> *"CAPS is more concerned with submissions of tasks, it has time-framed tasks. The other thing it does not accommodate learners who learn differently, and everyone is expected to write, while there are some learners that can be assessed verbally. Some learners are good when assessed through writing and some learners would prefer to speak to be assessed orally. But oral assessments are for few and specific tasks and not all tasks. Some learners are concerned about some tasks. As an English teacher, for instance some learners cannot express themselves and others cannot even write. So, if one learner cannot speak then it means they need to write and if they cannot write then they need to be given an opportunity to speak. However, CAPS does not allow that"* (Participant 5).

4.4.3.2 Strict Teaching guidelines

This study showed that teaching guidelines through teacher-centred curriculum and outdated curriculum were inflexible to learners' learning interests at schools at Motheo Education District.

4.4.3.2.1 Teacher-centered curriculum

CAPS is regarded as inflexible to all learners' learning interests due to the strict guidelines on how to teach certain learning outcomes among Grade 10 learners in selected schools in Motheo Education District. Teachers are limited to structured teaching guidelines, which are attached to how they should teach and teaching timeframe that instruct when to teach. Hence, some teachers are still struggling to teach CAPS. Participants highlighted that CAPS do not create a learner-teachers relationship, for that reason CAPS is a teacher-centred curriculum. As a result, there is a less conducive learning environment, because learners do not always engage with the learning outcomes. For instance, CAPS do not care about how effectively a learner has learned. It is about getting the work done. It is not a learner-centered curriculum. It does not even exercise concern on whether the learners understand or not, because there is no time, and every

task is given a timeframe to be completed. For example, a task/specific learning outcome is given two weeks to be completed, so whether learners understand or not, teachers move on to the next learning outcome. Moreover, participants' responses echo that it does not allow teachers to explore their own teaching skills that are comfortable or best suits them. Thus, CAPS is more concerned with submissions of tasks, and it has time-framed tasks. The following response from in-depth interviews helps illustrate this point:

> *"I feel like CAPS is not accommodative to everybody because it does not benefit all learners. Some learners are failing, and some teachers are still struggling to teach CAPS; some it is because they are used to the old teaching methods of the old curriculum. Some teachers are aged, and they do not adapt well to the new teaching methods"* (Participant 2).

> *"The CAPS is limited, and teachers are limited to structured teaching guidelines. The guideline limits us as teachers, and we are expected to teach in a specific way and time. Maybe they should rather allow us to explore our own teaching skills or rather give us a topic and allow us to present it in our comfortable ways of teaching or the best way which suits the learners. There is no flexibility; there are strict guidelines on how to teach a certain learning outcome. In addition, even if they are not limiting you, they do not give more clues or information which will be sufficient for effective learning"* (Participant 4).

> *"For me the challenge is the workload of the CAPS. There are lot of tasks but a little time, every task is given a timeframe to be completed, so you find yourself rushing though, leaving some learners behind. Even when you see that some learners have not understood certain learning content, the work schedule forces you to pass. So, CAPS do not care about how effectively a learner has learned it is about getting the work done. For instance, a task/specific learning outcome is given two weeks to be completed, so whether learners understand or not, we move on to the next learning outcome. Such environment does not create a learner-teacher relationship and there is less suitable learning environment because learners do not always engage with the learning outcomes. CAPS just have policies which support the use of technology, but there are no resources which support that, such as more pictures in the curriculum, the use of videos as part of teaching and learning, and thus it does not accommodate all learners' learning interests"* (Participant 6).

4.4.3.2.2 Outdated curriculum

Participants' responses from in-depth interviews revealed that they consider CAPS as inflexible to all learners' learning interests because to its curriculum that is outdated. Hence, some of the learning outcomes are not relevant and that most subjects are covered on a theoretical basis with no practical work. Participants demonstrated that CAPS is only based on teachers giving the information to learners instead of allowing them to physically engage with the information. For instance, participants noted that some learners can only survive the school system through their ability to explore their talents and interests, and that teaching, and learning should go beyond the classroom by allowing learners to have a social setting where they can use the information they have learned at school. Participants also revealed that CAPS' is outdated because of its irrelevant learning outcomes, which do not support the current situations we are living in. For example, teaching learners how to write friendly letters which they are not going to use beyond the classroom setting, given the current evolving technology era, in which learners are now using mobile phones to communicate through emails, instant messages, and back and forth communication platforms. Consequently, participants revealed that friendly letters which are taught in classrooms hinders the processes of effective learning. In addition, CAPS is outdated because it only promotes information technology in textbooks but there are not enough resources to physically support the programme and thus making the curriculum irrelevant. For instance, the use of mobile phone during learning hours is not allowed but it is a powerful tool which can be utilised for effective learning, because learners can use it even beyond the classroom to learn since some do not have laptops. The following responses from in-depth interviews help illustrate this point:

> *"I feel like some of the learning outcomes of CAPS are not relevant. For instance, teaching a learner how to write a friendly letter. To be honest, considering the current times we are living in, to whom will our learners' write a friendly letter since technology has evolved and learners now use mobile phones to communicate through emails and instant messages and back and forth communication? Where will they use such friendly letters? So, CAPS is outdated and irrelevant on some learning outcomes and does not support the current situations we are living in. I also think that in most subjects, it is more theoretical in its teaching and learning, and there is no practical work to*

accommodate all learners. We know that some learners can only survive the school system through their ability to explore their talents and interests that CAPS do not support" (Participant 8).

"From a language point of view since I am a language teacher, CAPS give learner a lot of challenges, because there are some aspects of the curriculum which is outdated. For instance, teaching learners to write friendly letters in this time and age is a waste of time since learners cannot use them beyond the classroom. So, learners should have a social setting which they can use the information they have learned beyond the classroom. This affects effective learning since a learner takes time to learn and to understand. So, CAPS's learning outcomes are outdated. CAPS only promote information technology only in textbooks but to be honest there is not enough resources to physically support that programme. The curriculum is only based on a teacher giving information to the learners, instead of allowing them to physical engage with the information, thus hindering that effective learning amongst learners. For instance, the use of mobile phones during learning hours is not allowed but it is a powerful tool which can be utilised for effective learning because they can use it even beyond the classroom to learn since some do not have laptops. Therefore, if rules are outlined for learners on its use during teaching and learning hours, they will abide because it will affect their own achievements. So, CAPS just give learners information but does not teach them how to apply that information beyond the classroom" (Participant 7).

4.4.4 Factors influencing in the rise in school dropouts

This study revealed factors that influenced the increase in school dropouts among Grade 10 learners in schools selected schools in Motheo Education District, which are personal factors and CAPS.

4.4.4.1 Personal factors

The personal factors among Grade 10 learners in schools selected schools in Motheo Education District involves learning challenges, language barriers, child-headed household, lack of interest, and authoritarian teaching styles.

4.4.4.1.1 Learning challenges

Participants' responses from in-depth interviews have revealed that teachers understand personal factors of learning challenges, such as dyslexia and dyscalculia, as influencing the rise in school dropouts in selected schools in Motheo Education District. Participants demonstrated that the increase in school dropouts is influenced by learners' different learning challenges in schools and these learning challenges involves dyslexia, dyscalculia, the slow learners and learners with learning needs and interests, who need special schools or extra support. Participants highlighted that such learners struggle to express themselves, and they do not get enough attention to navigate through their school journey, with no support structures for them to be able to pass. As a result, these learners get discouraged to continue with school and then end up dropping out. The participants highlighted that due to some of these learning challenges, learners cannot be assessed in a best way they know how to express themselves, and therefore do not see a need to go to school. The following responses from in-depth interviews help illustrate this point:

> *"Some issues which force learners to drop out of school are issues of learners being slow and their parents not admitting that they need to go to special schools. Such issues lead some learners to dropping out"* (Participant 2).

> *"We have fast and slow learners and those with learning needs. CAPS does not accommodate slow learners because it is all about target, time framed assessments, so it forces the teacher leave some learners behind and continue with completing the tasks according to the given set time. So, this leaves some learners behind and discouraged because they fail and then decide if it is better to go to school or not, leading to the rise in school dropouts"* (Participant 7).

> *"If I cannot be assessed in a way, I best know how to express myself, then I will not see a need to go to school; I will see school as time wasting. CAPS is standardised, which means that learners are only pushed to finish school for the benefit of progressive learners, while others with different learning needs and interests find themselves under pressure and cannot express themselves and fail. So, such learners drop out"* (Participant 5).

4.4.4.1.2 Language barriers

Participants' responses from in-depth interviews have revealed language barriers as one of the personal factors influencing the rise in school dropouts among Grade 10 learners in selected schools in Motheo Education District. Hence, language is a huge barrier amongst some learners. Participants revealed that such learners struggle to interpret the learning outcomes and as well expressing themselves unless a teacher intervenes and explains. For instance, learners speak different languages at home and with their friends, but at school, the curriculum is designed in a way that mostly supports English speaking learners. This reveals that there are no support structures for learners to be able to pass so they end up failing, getting discouraged to continue with school and then end up dropping out. The following response from in-depth interviews helps illustrate this point:

> *"There are no extra classes for learners with different learning challenges, such as dyslexia, dyscalculia or even that of a language barrier. This means that such learners do not get enough attention to navigate through and have no support structures for them to be able to pass, so they end up failing, discouraged to continue with school and then end up dropping out. CAPS has a language barrier since most learners speak Se-Sotho. The learners struggle to interpret the learning outcomes; and struggle to express themselves unless as a teacher intervenes and explain the questions for them, so language is huge barrier for our learners with CAPS because our learners speak different languages at home and with their friends, but at school the curriculum is designed in a way that it mostly supports English speaking learners"* (Participant 1).

4.4.4.1.3 Child-headed households

Participants' responses have also revealed the challenge of child-headed households as a contributing personal factor for increased school dropouts among Grade 10 learners in schools at Motheo Education District. Participants revealed that learners dropout as a result of some of the personal challenges they face in their own personal lives, for instance, some of the learners were dropping out of school due to lack of support in child-headed households, where the learner is the provider and a caregiver of a household and there is no older person such as the mother or the father to take care of the entire household. This kind of circumstances where there is an absence of an older person in a household is believed to push some learners to drop out of school. The following responses from in-depth interviews help illustrate this point:

"I feel like the main reason learners drop out has to do with their personal factors and not necessarily CAPS. Some learners are from child-headed households, and I believe that can push some learners to drop out. To some extent yes, CAPS can cause school dropouts because some learners feel like maybe school is not for them, and some learners are not motivated to learn because of their lack of interest for school, and they may feel like no curriculum is good enough for them" (Participant 2).

"I do not see any reason why learners should drop out other than them having personal challenges. CAPS has a promotional requirement policy which is lenient, which gives a learner an opportunity to pass with minimum requirements of 30%. Can that really cause a learner to drop out? I really do not think so (Participant 6).

4.4.4.1.4 Lack of interest

Participants' responses from in-depth interviews have also revealed that lack of interest is a major personal factor influencing the rise in school dropouts amongst Grade 10 learners in Motheo Education District. Participants intimated that some learners are not motivated to learn because of their lack of interest in school. For instance, some learners feel like 'no curriculum is good enough for them', and thus have no interest in learning as a whole or being in school set up. Moreover, some learners drop out due to being forced to do certain subjects that they are not interested in, such as in cases where parents force learners to take Mathematics and Science subjects for them to become doctors, which affects their learning interests. The following response from in-depth interviews helps illustrate this point:

"The thing that would cause a learner to drop out is when you force a learner to do certain subjects which the learner is not interested in. For instance, parents who force their learners to Mathematics and Science, for them to become doctors. So, such things can cause a learner to drop out. So, a curriculum to some extent can cause some learners to drop out if it does not meet the needs of learners" (Participant 3).

4.4.4.1.5 Authoritarian teaching styles

Participants' responses from in-depth interviews have also revealed that teachers' teaching styles are other contributing factors influencing learners to drop out of school before reaching

matriculating in the Motheo Education District. Participants intimated that such external factors as teachers' teaching styles play a role in presenting or delivering the curriculum to learners. For instance, the issue is on how the teacher delivers the curriculum to the learners who either create effective learning amongst learners or not. If learners are not effectively learning, it means that some learners will fail then end up dropping out. For instance, CAPS teaching guidelines do not support learner-teacher relationships, as it is a sorely teacher-centred curriculum. Hence, if the curriculum meets the needs and the interests of the learners, they will not be forced to drop out, and thus the issue stem from teachers' teachings styles, such as authoritarian teaching style, which does not care about the learners. Consequently, this can influence learners to drop out, solely because of how teachers deliver the curriculum, in a form that does not accommodate learners. In addition, during CAPS teaching and learning, the learners just follow to finish school, since it is all about target and time-framed assessments. This forces some teachers to leave some learners behind, and thus discourage progressive learners who in turn drop out of school, since they cannot express themselves.

The following responses from in-depth interviews help illustrate this point:

> *"I believe there are other external factors that cause them to drop out besides CAPS. Teachers are the ones who play a role on how they present the curriculum to the learners, but not all learners end up adjusting to different teachers"* (Participant 3).

> *"No, I do not really think a mere curriculum can cause a learner to drop out of school, because if it is accommodative to learners' needs and interests, then a curriculum will not force them to drop out as such. But it would be about the issue of teaching styles, how we deliver the curriculum, in a form that does not accommodate learners. Therefore, I do not believe that a mere curriculum itself can cause learners to drop out of school"* (Participant 1).

4.4.4.2 CAPS' factors

The CAPS' factors that influenced the rise in school dropouts among Grade 10 learners in schools in Motheo Education District are the curriculum's lack of learning flexibility, lack of learning diversity, inflexible workload, and a mere curriculum.

4.4.4.2.1 Lack of learning flexibility

Participants' responses from in-depth interviews have revealed that CAPS is a critical contributing factor influencing the rise in school dropouts among Grade 10 learners in selected schools in Motheo Education District. Hence, CAPS is not accommodative to learners' needs at all different levels of learning. Participants intimated that CAPS does not satisfy the learning interest needs of all learners, and lacks a sense of learning flexibility by forcing learners to learn and perform in a specific way, without taking into consideration those learners who are not academically strong. Thus, forcing some learners into a standardized teaching and learning settings that do not allow learners to be assessed in a way they can express themselves best causes them to shun schooling and view it as time-wasting. Participants have further revealed that CAPS lack learning flexibility due to insufficient practical coursework. This causes a rise in school dropouts since some learners can flourish in Artwork or Handiwork. The following responses from in-depth interviews help illustrate this point:

> *"However, CAPS does not reach the learning interest needs for learners, by not being accommodative to all learners. CAPS forces learners to learn and perform in a specific way and we all know that some learners are not academically strong. Some learners are good in Mathematics, while others even fail to achieve good grades in Mathematics literacy because they can flourish in Artwork or Handiwork. Therefore, such learners end up dropping out of school because they view schooling as timewasting"* (Participant 6).

> *"I do believe CAPS is a contributing factor to school dropouts because if I am not interested in what I am learning, then what is the point of learning. If cannot be assessed in a way I best know how to express myself, then I will not see a need to go to school; I will see schooling as time-wasting. CAPS is standardised, which means that learners are merely pushed to finish school for the benefit of progressive learners, while other learners with different learning needs and interests find themselves under pressure and cannot express themselves and then drop out of school"* (Participant 5).

> *"The way a curriculum is structured it must assist and meet learners' needs. So, the issue can be with how the teacher delivers it to the learners, which will either create effective learning amongst learners or not, and if learners are not effectively learning it means that some learner will fail and then end up dropping out of school. So, it is a*

broader umbrella which one needs to break down to different phases, which can lead to learners dropping out of school…. Indeed, CAPS is not accommodative, and it is largely to be blamed; it does not accommodate learners at all different levels of learning. We have fast and slow learners and those with learning needs. CAPS does not accommodate slow learners because it is all about target, time-framed assessments, so it forces teacher leave some learners behind and continues with completing the tasks according to the given set time. So this leaves some learners behind with learning and discouraged because they fail, leading to some dropping out of school. CAPS is too demanding for learners, having a huge number of activities versus the ability of learners to acquire skills. There is no practical coursework for learners, for it is about feeding learners with information which they cannot use beyond the high school classroom. So, CAPS has a lot of work and does not allow a learner to study and engage with the material; it creates dependence on the teacher. This means that the learners cannot learn on their own without the guidance of the teacher. It does not accommodate some of learners, and thus some just drop out of school" (Participant 7).

4.4.4.2.2 Lack of learning diversity

This study has revealed that CAPS lacks learning diversity in schools in schools in the Motheo Education District. The participants mentioned that learners are different and come from various backgrounds and CAPS is not designed according to learners' different backgrounds. Hence, it does not accommodate all learners' backgrounds. For example, the participant stated that CAPS should have looked at other factors, such as rural and urban environmental settings, when creating its learning outcomes regarding different backgrounds. The response highlighted the need for CAPS to be diverse and not leave behind the rural learners, who are disadvantaged with the lack of resources, which contribute to learners' failure. Hence, the learners become frustrated because of lack of resources and an over-inclusive curriculum, leading to increased school dropouts. The following response from in-depth interviews helps illustrate this point:

"I believe CAPS does cause learners to drop out because we have different kinds of backgrounds. The CAPS is not designed to meet learners' different backgrounds. So, it should look at other factors as rural and urban environmental settings. So, it is not diverse, which leaves the rural learners disadvantaged without resources, and as a

result the learners fail. The learners become frustrated because of lack of resources and an over-inclusive curriculum. As a result, they drop out" (Participant 4).

4.4.4.2.3 Inflexible workload

Participants' responses from in-depth interviews indicated that CAPS is too demanding among Grade 10 learners in selected schools in Motheo Education District. The CAPS has a huge number of activities versus learners' ability to acquire the skill. It is also blamed for having a great workload without practical coursework for learners to acquire skills and forcing learners to learn and perform in a specific way. Participants' responses further emphasised how CAPS, with its inflexible workload, is too much for some learners to cope with. Consequently, academically strong learners were found to cope with the workload found in the CAPS learning outcomes easily. However, some of the progressive learners in schools struggle to cope with the inflexible workload. Some of those learners tend to fail and end up dropping out of school, because of the intense discouragement they are faced with which are related to their academic challenges. The following response from in-depth interviews helps illustrate this point:

> *"I do not want to agree nor disagree. But, I would like to note that CAPS's workload is too much for some learners, whereas others can cope with that workload. We have slow learners and those who are not, so those who are slow struggles a lot, and some end up dropping out of school because of discouragement. CAPS forces all learners to do Mathematics or Mathematics literacy although some learners have been struggling from the young age. Thus, this causes a lot of discomfort in some learners, and they leave school"* (Participant 8).

4.4.4.2.4 A mere curriculum: Curriculum design

Participants' responses from in-depth interviews have revealed that curriculum design can influence the rise in school dropouts among Grade 10 learners in schools at Motheo Education District. Participants intimated that a curriculum is a set of work whereby one needs to learn specific outcomes and it is the key elements that can cause a learner to lose interest in school and interest plays a huge role. Thus, if a mere curriculum is not designed to reach the learners' needs and society, learners will drop out. This means that the curriculum structure must assist and meet the learners' needs. For instance, having a school that does not have craftwork but

only sport, means that there is no support for some learners who are good in that field of craftwork. As a result, some learners can get discouraged if a curriculum does not support their special learning needs or talents, or rather if a curriculum does not give learners an opportunity that allows them to explore their talents. Hence, such learners end up despising the need for formal school setting, and thus they drop out. In addition, participants cited that a curriculum should encourage learners to wake up each day and look forward to going to school. For instance, some of the requirements of CAPS are influencing learners to drop out of school, such as the expectation for learners to pass Mathematics from level 3 to Grade 8. In contrast, some learners merely proceed to Grade 10, making it hard for such learners to cope with the workload, because they were never able to pass a grade without being 'progressed', leading to some of them dropping out. The following responses from in-depth interviews help illustrate this point:

> *"So, a curriculum to some extent can cause some learners to drop out if it does not meet the interest needs of learners"* (Participant 3).
>
> *"Yes, it can play a role. A curriculum is a set of work whereby you need to learn specific outcomes and interest plays a huge role. So, it is either you learn something or learn nothing at all. For instance, we are a school that does not have Craftwork, but only Sport, meaning we do not support some learners who are good in that field. So, some learners can get discouraged if a curriculum does not support their special learning needs or talents. Some learners even tell themselves that 'I do not need a formal school setting because I will play soccer anyway, so I can go to a soccer academy and pursue that field'. Thus, they drop out"* (Participant 5).
>
> *"Yes, if a curriculum is designed in a way that does not reach learners' needs and society, then it will lead to school dropouts. For instance, if a curriculum extends the number of years which a learner must obtain a senior certificate, Matric, learners who are struggling might not make it. They can drop out. Slow learners and those learners from child-headed households might end up dropping out. Some would prefer to go and look for employment instead of being in a school, which they feel like it will never benefit them"* (Participant 6).
>
> *"Yes, I think it does, though not to a larger degree. When we talk about a curriculum, we talk about the key elements that can cause a learner to lose interest in school and*

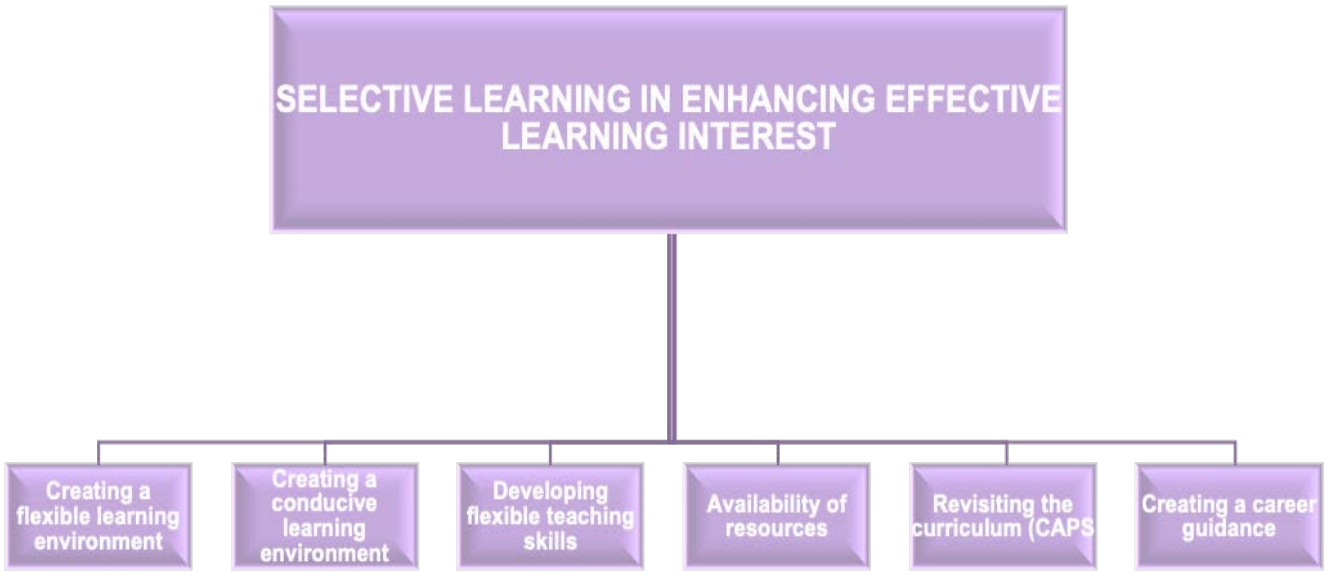
then drop out. The way a curriculum is structured must assist and meet learners' needs. So, the issue can be with how the teacher delivers it to the learner, which will either create effective learning amongst learners or not; and if learners are not effectively learning, it means that some learners will fail and then end up dropping out of school. So, it is a broader umbrella which one needs to break down to different phases, which can lead to learners dropping out of school. As such, a curriculum should encourage a learner to wake up each day and look forward to going to school or not" (Participant 7).

"Yes, a curriculum causes school dropouts. For instance, from Grade 8 we expect learners to pass Mathematics from level 3 and some of the learner just progress to Grade 10. When they get to Grade 10, they struggle to cope with the workload because they were never able to pass a grade without being 'progressed', so that leads to some of them dropping out since they were slow learners from a lower grade. So, a curriculum can play a role in increasing school dropouts" (Participant 8).

4.4.5 Understanding Selective Learning in enhancing effective learning interest

This study demonstrated that the Selective Learning could enhance effective learning interest among Grade 10 learners at selected schools in Motheo Education District through creating a flexible learning environment, a conducive learning environment, flexible teaching skills, making available resources, revisiting the curriculum, and career guidance.

Figure 4.3 Selective Learning in enhancing effective learning interest



4.4.5.1 Creating a flexible learning environment

Participants' responses have revealed that it is vital to create a flexible learning environment among Grade 10 learners at schools in the Motheo Education District to enhance effective learning interest. Thus, creating a flexible learning environment ensures an understanding between the learners and teachers to avoid having a passive learning environment, whereby learners do not always understand the teachers. For instance, the language of engagements is often a barrier for some learners, which affects their understanding and how effectively they learn. Hence, a flexible learning environment encourages appreciation of each learner's differences and accommodates each learner by learning in their own way. A flexible learning environment also involves providing learning support such as extra classes, resources, and flexible teaching methods or styles whereby different learning interests are accommodated. The following responses from in-depth interviews help illustrate this point:

> *"Support classes for learners with barriers, extra classes for them to understand and effectively learn. You allow them to learn in their own way. For instance, those who want to jump you accommodate them to learn while jumping etc... Language of engagement allows learners to express themselves in their own language, being assessed and taught in their own language to understand and effectively learn. Currently, there is a passive environment, because they cannot understand a teacher,*

but when you start teaching them in their own language, they begin to understand better, and they even engage with the learning outcome" (Participant 1).

"I think we need to establish and appreciate the differences in their learning skills and accommodate them. Some learners are good in Mathematics, some can draw, which is Art, some learners can read and write languages, are some learners are good in Sport. We need to create something different for them and create a flexible learning environment conducive to each learner to develop their learning interests. For instance, to develop their learning interest in Mathematics, they should have materials that help them count" (Participant 5).

4.4.5.2 Creating a conducive learning environment

Moreover, participants highlighted that it is vital to create a flexible learning environment that is conducive to each learner to develop learning interest among Grade 10 learners at schools in the Motheo Education District. It is essential to establish and appreciate the differences in learners' learning skills and start by accommodating them and allowing them to learn independently. For instance, for those learners who want to jump, the learning environment should accommodate them. Learning environment should cater for those who are good in Mathematics, Art, Sport, and Language traits (reading and writing). Participants also mentioned that a learning environment should also involve the language of engagement by allowing learners to express themselves in their own language, to be assessed and taught in a language they best understand and avoid a passive learning environment whereby there is no guarantee of understanding. The following responses from in-depth interviews help illustrate this point:

"We need to create a suitable learning environment; revisiting the curriculum and make it relevant to today's generation and ways of living, ways of technology and to ensure a curriculum is aligned to development in the country and the world at large. If we do not do that, we create an environment whereby a learner easily loses interest and then does not learn effectively. Technology, such as mobile phones, should be included in classrooms, with videos and allowing learners to engage in groups to create effective learning interest. The classrooms should be more appealing, with more pictures for

learners who are visual learners. All learners do not learn in the same way" (Participant 7).

"I think we need to establish and appreciate the differences in their learning skills and accommodate them. Some learners are good in Mathematics, some can draw, which is Art, some learners can read and write Languages, and some learners are good in sport. Thus, we need to create something different for them, and create a flexible learning environment that is conducive to each learner to develop their learning interest. For instance, to develop their learning interest in Mathematics, they should have materials which help them to count" (Participant 5).

4.4.5.3 Developing flexible teaching skills

Participants' responses from in-depth interviews have revealed that developing flexible teaching skills could enhance effective learning interest among Grade 10 learners in Motheo Education District. Participants intimated that teaching skills should be considered in creating flexibility in the way teachers deliver their lessons. Hence, teaching methods or styles should be accommodative to all learners by allowing learners to choose their learning spaces, and by giving them a sense of freedom to choose their subjects to ensure that they are comfortable, and that the learning environment is conducive to building a positive learning environment that enhances effective learning interest. For example, teachers should exercise readiness before presenting a lesson. They should make use of visual teaching methods for those learners who need to see to understand, as well as audio for those who need to hear to understand. Hence, the teacher also needs to enquire with the learners sometimes to enable them to choose their learning space. For instance, learning in the field in outside spaces since the usual confided classroom/four wall setting is a threat to enhancing effective learning interest. The following responses from in-depth interviews help illustrate this point:

"Teachers' teaching skills: allowing learners to choose their learning space. For instance, after lunch break some learners become disorientated, so it would be great to ask learners to choose where they want to learn, even if it is outside in the field because an environment can affect how effectively learners learn. Learners are always confined to one classroom or four walls classroom setting and that can be a threat to effective

learning interest… Teachers' readiness before presenting a lesson is critical" (Participant 4).

"To give learners a sense of freedom when choosing their subjects is critical. Teachers should not force learners to do certain subjects, which they are not interested in because that affects effective learning. Learners do not feel comfortable as a result and then fail, so a learning environment should be conducive for learners. There is need to also build that learner-teacher positive relationship which enhance effective learning interest" (Participant 3).

"*Flexibility in the way teachers teach, teaching methods or styles, should be accommodative to all learners. Teachers should make use of visual teaching methods for those who need to see to understand and audio for those who need to hear to understand"* (Participant 2).

4.4.5.4 Availability of resources

Participants' responses have also revealed that resources are critical factors which create a flexible learning environment that enhances effective learning interest among Grade 10 learners at selected schools in Motheo Education District. Participants stressed the need for necessary resources to support learning, having learning tools which can make learning easier and effective. For example, having unlimited textbooks play a huge role in how effectively learners learn, by changing learning materials such as blackboards and bringing in computers or laptops with access to the internet; more pictures for visual learners and by making sure that the classroom is more appealing; and audio-visual aids to help learners count in Mathematics for instance; videos; and newspapers/magazines etc. Participants also intimated that the use of some of the resources, such as computers as a teaching tool will assist teachers with consistency in information distribution to different classes (computer use for PowerPoint presentations), as well as the use of mobile phones in classrooms, and videos, will allow learners to engage in groups to create effective learning interest. The following responses from in-depth interviews help illustrate this point:

"*Lack of resources; there are limited textbooks; projectors; more white boards and computers for PowerPoint and limited use of blackboards"* (Participant 2).

"Resources- there should be change in teaching materials, less blackboard and bring in computers for PowerPoint presentations as a teaching aid, more pictures and videos, projectors. The use of mobile phones and laptops with access to internet without restrictions are critical factors. These aids will assist with consistency with the information you give to different classes. There are no textbooks and that play a huge role in how learners learn" (Participant 4).

"Resources which allow effective learning interest amongst learners are needed; if all classes have necessary resources to support learning, to make learning easier, such as objects to help them count in Mathematics for instance, computers or laptops with access to internet, and more picture, videos, newspapers/magazines. These are the tools which can make learning easier and effective" (Participant 6).

"Having resources, for instance in Mathematics, they should have materials which help them to count" (Participant 5).

"Technology is needed, such as the use of mobile phones in classrooms, videos and allowing learners to engage in groups to create effective learning interest. The classrooms should be more appealing, with more pictures for learners who are visual learners. Not all learners learn the same" (Participant 7).

"Textbooks should have sufficient information and we need textbooks, because we only make copies of information we teach instead of the entire textbook. There should also be videos because some learners like these videos and I believe they will learn even better because our children this day's love videos, as well as projectors" (Participant 3).

"With regards to resources, it would be great if we could teach learners with PowerPoint presentation to allow consistency in giving information to learners and to also display pictures and videos for those learners who learn better and easier with pictures" (Participant 8).

4.4.5.5 Revisiting the curriculum (CAPS)

Participants' responses from in-depth interviews have revealed that revisiting the curriculum (CAPS) could enhance effective learning interest in schools among Grade 10 learners in the Motheo Education District. Participants intimated that that the curriculum needs to be revisited.

It should evolve by making it more relevant in today's generation and going with the current times and ways of living. For instance, the curriculum should be improved or changed by making sure that it is aligned to the ways of technology and ensuring that it is aligned to the development of the country and the world at large. Participants intimated that if the curriculum fails to create a flexible learning environment that can enhance effective learning interest, learners easily lose interest and then do not learn effectively. The following responses from in-depth interviews help illustrate this point:

> *"We need to create a learning environment which is conducive. There is need to revisit the curriculum and make it relevant in today's generation and ways of living, ways of technology and to ensure a curriculum that is aligned to the development of the country and the world at large. If that is not done, we would have created an environment where learners easily lose interest and then do not learn effectively"* (Participant 7).

> *"Our curriculum should evolve and go with the current times. I also believe our children should be taught from an early age and be exposed to different career fields, so that when they reach Grade 10, they can be well equipped to choose their field of study and be able to cope with the workload"* (Participant 8).

4.4.5.6 Creating a career guidance

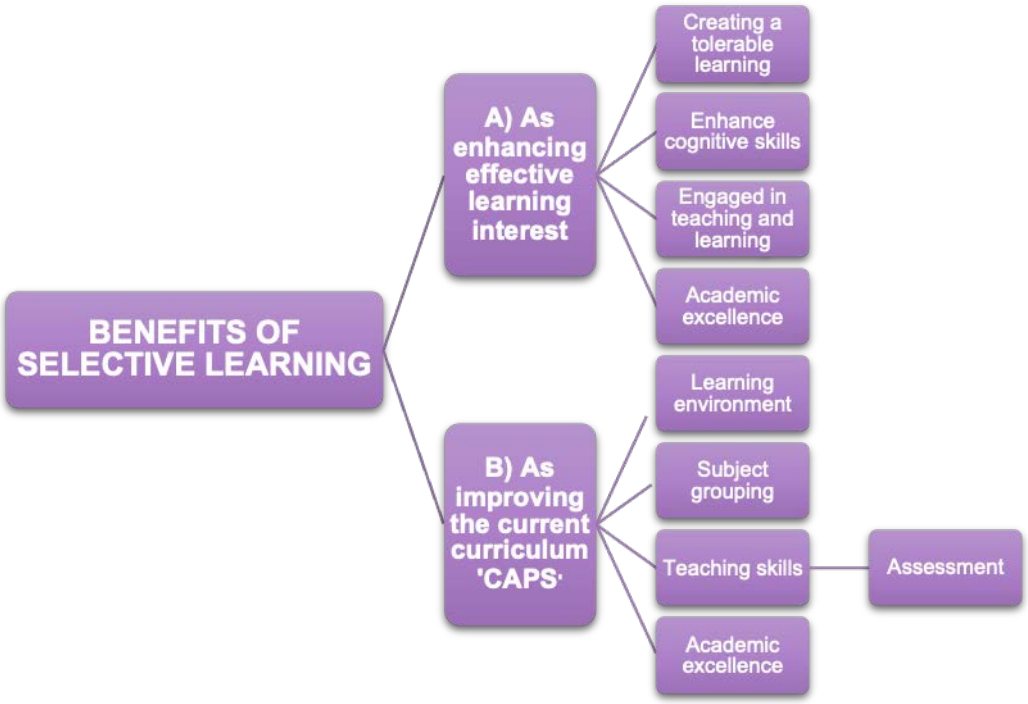
Participants' responses from in-depth interviews have revealed that creating career guidance could enhance effective learning interest in schools among Grade 10 learners in Motheo Education District. Participants noted that career exhibition or guidance would guide learners by giving them in-depth information regarding different careers that would trigger learners' interest and encourage them to learn effectively. The following response from in-depth interviews helps illustrate this point:

> "*There must be career exhibitions to guide learners, to give in-depth information regarding different careers that would trigger interest in learners, and this will encourage learners to learn effectively"* (Participant 3).

4.4.6 Benefits of Selective Learning

The study has revealed that Selective Learning can (a) enhance effective learning interest and (b) improve the current educational curriculum, CAPS.

Figure 4.4 Benefits of Selective Learning



A) Enhancing effective learning interest

This study has revealed that Selective Learning could enhance effective learning interest amongst Grade 10 learners at selected schools in Motheo Education District by creating tolerable learning, enhancing cognitive skills, creating an engaged teaching, and learning, and creating academic excellence.

4.4.6.1 Creating a tolerable learning

Participants' responses from in-depth interviews have revealed that Selective Learning enhances effective learning interest among Grade 10 learners in selected schools in Motheo Education District and creates tolerable learning. Participants intimated that learning would be more tolerable by allowing learners to be more comfortable with the subjects which they have chosen rather than being pressurised to study certain subjects which they do not enjoy. In

addition, when learning is more tolerable, it would create a sense of interest stimulation amongst learners even further and learning would be more enjoyable for learners as a result. Participants further stated that learners would be motivated to attend classes and would also know how to engage with the learning outcomes, because they would be learning according to their learning interests. Hence, as individuals, our interests improve something in each one of us. Thus, learners would always be curious to know more, since in-depth information would be emphasised, and thus allowing learners to relate and to be encouraged to learn more. The following responses from in-depth interviews help illustrate this point:

> *"It will enhance effective learning interest by allowing learners to be more comfortable with the subjects they have chosen rather than being pressurised to study certain subjects which they do not even enjoy. Remember, when you are comfortable you learn better, it becomes easier for you to pass, easier for you to express yourself well when being assesses because it would be something you deeply love and you will excel in that field"* (Participant 1).

> *"It will motivate learners to attend classes and what they will be taught they will use it in future. They will be more understanding amongst learners, their marks will improve as proof that they are effectively learning. Learners will know how to engage with their learning outcomes because they will be learning according to their interests"* (Participant 2).

> *"It will make learning more tolerable and enjoyable for learners, with practical coursework because learners will be focused, and will be able to use their hands and that will surely enhance effective learning interest. In-depth information will be emphasized, thus creating that curiosity and it will allow learners to relate and to be encouraged to learn more"* (Participant 3).

4.4.6.2 Enhance cognitive skills

Participants' responses also revealed that Selective Learning enhances effective learning interest among Grade 10 learners in selected schools in Motheo Education District, this would in turn enhance their cognitive skills. Hence, it would aid learners to further their learning interest and as a result learn effectively. The learners would be more focused, and would find it easy to understand information, as well as effortlessly remembering learning outcomes better. Participants highlighted that when one is comfortable, s/he learns better; it becomes easier to

pass, easier to express oneself well as a result when being assessed. The following responses from in-depth interviews help illustrate this point:

> *"Teachers and learners will be more involved in teaching and learning. Thus, learners will be more focused, and they will perform better. Their different cognitive abilities will improve, and learners will understand better, remember better and thus excel in that field of interest. Our interest improves something in each one of us and learners will always be curious to know more and do research on their own in order to develop those interests; they will fish for more information to enhance effective learning interest"* (Participant 4).

> *"We will get to use pictures and some learners will be able to effectively learn. Learners will be able to remember because they will be learning things they are interested in and enhance their cognitive skills"* (Participant 8).

> *"As we all know, when a person learns according to their interests, learning becomes easier; easy to understand information and easy to remember learning outcomes. That's all for me to say!"* (Participant 6).

4.4.6.3 Engaged in teaching and learning

Moreover, participants' responses have revealed that teachers and learners would be more involved in teaching and learning in schools in Motheo Education District. Hence, Selective Learning enhances effective learning interest, and this would improve learners' engagement with the learning material. It would also assist teachers by affording them space to focus on learners' learning interest. As a result, the learners' attitude towards learning would improve and they would take accountability in their learning by doing their own research to develop those interests. Learners would surf more information to enhance effective learning interest, because it would benefit them in future. For instance, participants have revealed that when teaching learners about creative writing, they are usually not interested but when one teaches them about themselves, about self-reflective writing, they would be more interested to learn. This means that learners find it easier to engage in learning if learning supports their learning interests. Hence, as the adage goes, it is best to 'do what you love and love what you do and find someone to pay you for it'. The following responses from in-depth interviews help illustrate this point:

"It will assist a great deal as teachers, and it will afford us a space to hummer on learners' interest because when a learner is interested in learning then our job is half done. So, such a curriculum will stimulate the learners' interest further; if an interest is not stimulated then we run a risk of a learner not learning effectively. So, I understand that the Selective Learning approach help learners further their learning interests and thus learn effectively. They will even achieve better marks. For instance, when I teach learners about creative writing they are usually not interested, but when you teach team about themselves, about self-reflective writing they are more interested to learn. So, when there is interest there is bound to be an improvement in the marks of learners, the attitude towards learning improves, and learners' engagement with the learning material will also improve" (Participant 7).

"I mean they say, 'do what you love and love what you do and find someone to pay you for it''. So, if you do what you love you will do it to the best of your ability, unless someone is forcing you to do it, then it will not be effective. But if you are doing what you love, it will be done more effectively because it is your passion. You will be more focused and obtain more satisfying results" (Participant 5).

4.4.6.4 Academic excellence

Participants' responses have also revealed that Selective Learning enhances learning interest and thus creates academic excellence among Grade 10 learners in schools in the Motheo Education District. When learners are allowed to use their ability to express themselves well and become comfortable with learning, they learn better, and it becomes easier for them to excel academically. In addition, the learners' marks improve as proof that learners are effectively learning. They would obtain more satisfying results because they would be learning to their best abilities. The following responses from in-depth interviews help illustrate this point:

"It will motivate learners to attend classes and what they will be taught they will use it in future; thus, it will benefit them for the future. There will be more understanding amongst learners, and their marks will improve as proof that they are effectively learning. Learners will know how to engage with their learning outcomes because they will be learning according to their interests" (Participant 2).

"It will enhance effective learning interest by allowing learners to be more comfortable with the subjects they have chosen rather than being pressurised to study certain subjects which they do not even enjoy. Remember, when you are comfortable you learn better, it becomes easier for you to pass, easier for you to express yourself well when being assessed because it would be something you deeply love, and you will excel in that field" (Participant 1).

"I mean they say, "do what you love and love what you do and find someone to pay you for it''. So, if you do what you love you will do it best, unless someone is forcing you to do it. But if you are doing what you love you will be more effective, because it is your passion, you will be more focused and obtain more satisfying results" (Participant 5).

B) As improving the current curriculum

Participants' responses from in-depth interviews have revealed that Selective Learning improves the current curriculum in schools in the Motheo Education District. Participants' views illustrated that Selective Learning would improve the current curriculum through its means of improving the learning environment, subject groupings, and teaching skills.

4.4.6.5 Learning environment

Participants' responses have revealed that Selective Learning improves the current educational curriculum, CAPS, in Motheo Education District, by creating a positive learning environment where learners would be focused, and by giving complexity in teaching and learning without guiding teachers to teach only in a certain way or without giving strict inflexible teaching guidelines, and by creating a learning space whereby learners would be more involved. For instance, participants intimated that a learning environment encourages learners to be more involved in their learning than the teacher, and thus allowing learners to be engaged, because they would be learning according to their learning interests. It is noted that Selective Learning as improving curriculum by improving learning environments would improve learners' attitude towards learning and that would create a suitable learning environment. The following responses from in-depth interviews help illustrate this point:

"It will improve by creating a positive learning environment because the learners will be focused. For instance, when learners do not understand a certain topic, they tend to be uncomfortable and destructive to other learners, or they start to complain and then

a class is easily disturbed as a result. So, it will improve CAPS by creating a positive learning environment, which allows learners to be engaged because learner will be learning according to their own interests. It will also improve the learners' attitude towards learning and will create a suitable learning environment" (Participant 1).

"First, I think it will improve CAPS by creating a learning space where learners will be more involved, to engage in the learning materials. It is going to make the learners more involved in their learning than the teacher, because they will be learning according to their interests. With the current CAPS, the teacher is like the pastor and the learners are the congregants listening to the pastor. Learners will be more involved in the classroom, and it will improve the teacher-learner relationship. Learners will have a drive to learn on their own, because after school they need to know how to work independently" (Participant 7).

4.4.6.6 Subject grouping

Participants' responses have also revealed that Selective Learning improves subject combinations or groupings among Grade 10 learners in schools in Motheo Education District. As a result, this would support learners' learning interests, improving the learners' attitude towards learning, allowing learners to be put into streams and to study according to their learning interests. For instance, participants' responses have revealed that CAPS is standardised, designed in a way that it puts all the learners in one box, assessing all learners in the same way, disregarding learners' differences. The following responses from in-depth interviews help illustrate this point:

"It will improve the overall performance of learners because it will improve CAPS subject combinations, which will support learners' interests. It will improve teaching methods to focus on learners" (Participant 2).

"It would be best to phase in Selective Learning rather than expecting it to improve CAPS because CAPS is standardised. It is designed in a way that it puts all the learners in one box, assessing all learners in the same way, disregarding their differences. So, we should allow learners to be put into streams and study according to their interest. However, if we have to say that it should improve CAPS, then it will improve the subject groupings. It will help reduce theory and emphasises more on practical teaching and

learning. It will be learner friendly because it will be supporting learners' interests" (Participant 6).

4.4.6.7 Teaching skills

Participants' responses revealed that Selective Learning would bring an improvement in teachers' teaching methods in schools in the Motheo Education District. Selective Learning would focus on the learners and improve teaching skills because of the focus on learners' interests, and this allows teachers to create that teacher-learner relationship which is not exercised in CAPS. For example, with the current CAPS the teacher is likened to the pastor and the learners to congregants. Therefore, Selective Learning will improve CAPS by allowing learners to be engaged in the learning materials and be more involved in the classroom. The following responses from in-depth interviews help illustrate this point:

> *"Selective Learning will be able to accommodate most learners' learning interests. Maybe some learners understand better though pictures and videos rather than theory, so it will improve our ways of teaching and learning processes, which are mostly encouraged by CAPS. It will also improve it by allowing teachers to assess learners according to their own abilities. For instance, you find learners who cannot write the answers well but can speak correct answers. Thus, it would be able to assess learners through writing and orally"* (Participant 8).

> *"First, I think it will improve CAPS by creating a learning space where learners will be more involved and engaged in the learning materials. It is going to make the learners more involved in their learning than the teacher because they will be learning according to their interests. With the current CAPS the teacher is like the pastor and the learners are the congregants listening to the pastor. Learners will be more involved in the classroom, and it will improve the teacher-learner relationship. Learners will have a drive to learn on their own because after school they need to know how to work independently"* (Participant 7).

4.4.6.7.1 Assessment

Participants' responses have also revealed that Selective Learning would create an accommodative learning environment for Grade 10 learners in schools in Motheo Education

District. Teachers would be able to assess learners according to their own abilities. For instance, some learners cannot write the answers well, but can say correct answers. Thus, assessing learners through writing and verbally. Teachers would also focus on specific learners according to their interests and learning capacities because some schools are overcrowded, and teachers do not have time to focus on specific learners. The following responses from in-depth interviews help illustrate this point:

> *"It can improve it by creating a sense of focus because learners will be doing what they love. It is even easier for learners to follow the curriculum if they selected what they love. It will improve teachers to create that teacher-learner relationship. It will help limit the level of school dropouts and those learners who are always in the corner feeling excluded and discouraged will have something to look up for. It will also create an accommodative learning environment, allowing learners to be assessed according to their strengths or abilities"* (Participant 5).

> *"As I mentioned earlier, CAPS is guiding you in a certain way of teaching, so Selective Learning will improve CAPS by giving complexity in teaching and learning. We will not teach learners with short insufficient information which does not touch on important factors concerning that specific topic. Therefore, it will also increase in-depth information about different career fields, not just general information. They will know when they get to university what Physics for instance entails, not just basic information without in-depth teaching and learning. Teachers will also be able to focus on specific learners according to their interests and learning capacities, because right now our schools are overcrowded, and teachers do not have time to focus on specific learners. It will also improve teachers' teaching skills because of the focus of interests"* (Participant 4).

4.4.6.8 Academic excellence

Participants' responses have revealed Selective Learning improves the academic excellence among Grade 10 learners in schools In the Motheo Education District. Hence, learners' results would improve, and this would help limit the level of school dropouts. Participants intimated that learners who are always in the corner feeling excluded and discouraged would have something to look up to, through the reduction in theory which causes learners' underperformance, and emphasis on practical teaching and learning, due to the inclusion of

practical coursework that stimulate learning interests. The learners would be more involved in the classroom and would bring about a better teacher-learner relationship and the ability for learners to work independently. For example, participants intimated that learning which involves different physical activities and indigenous games makes learners happy and learners' passes in life orientation are high because such tasks allow learners to relate and engaged with the learning materials. Thus, Selective Learning would assist in improving CAPS by creating a sense of focus, because learners would be doing what they love, and it would be easier for learners to follow the curriculum, since they would have selected it. The following responses from in-depth interviews help illustrate this point:

> *"It can improve it by bringing practical work as I previously mentioned, practical work makes learner to pass. For instance, when I was teaching life orientation, there were parts in the learning outcomes which involved different physical activities and indigenous games which made learners happy and learners pass well in life orientation, because of such tasks which allow them to relate and engage with the learning materials. The CAPS has a lot of theory and that make more learners underperform as a result. They cannot engage or relate to only theory/learning outcomes. Some learners cannot write and if such learners can be given an opportunity to speak and be assessed orally, they will do better. So, it can improve CAPS by allowing every learner to be assessed according to their strengths"* (Participant 3).

> *"It can improve it by creating a sense of focus because learners will be doing what they love. It is even easier for learners to follow the curriculum if they selected what they love. It will improve teachers to create that teacher-learner relationship. It will help limit the level of dropouts and those learners who are always in the corner feeling excluded and discouraged will have something to look up for. It will also create an accommodative learning environment, allowing learners to be assessed according to their strengths or abilities"* (Participant 5).

4.4.7 Motives of learning interests at schools

This study has revealed motives of learning interests in schools in the Motheo Education District, such as learners' uniqueness and determination.

4.4.7.1 Uniqueness

Participants' responses have revealed that Grade 10 learners in schools in the Motheo Education District are unique and that everyone should be allowed to study according to their learning interests, instead of closing learners inside cocoons. Learning should allow learners to have an opportunity to choose their learning interests if they want a certain field of interest. Hence, schools are stuck with some learners with learning interests that are not supported by the current CAPS, and for this reason having a curriculum such as Selective Learning would give a great opportunity to every learner's uniqueness, and to express themselves in their own way and show their capabilities. The following responses from in-depth interviews help illustrate this point:

> *"Everyone is unique and I believe everyone should be allowed to study according to their interests instead of closing learners inside a cocoon. Everyone should learn according to their learning interests. This will allow learners to express themselves in their own way and show their capabilities"* (Participant 1).

> *"Everyone should learn according to their learning interests because they will have an opportunity to choose if they want a certain field of study. There will be freedom of choice, commitment amongst learners, and there will be academic progress"* (Participant 2).

4.4.7.2 Determination

Participants' responses have also revealed that when Grade 10 learners in schools in the Motheo Education District learn according to their learning interests, they start being determined to work hard and do better. Likewise, there would be commitment amongst learners because of the freedom of choice regarding their learning interests. Hence, when there is no interest amongst learners, it affects how learners' function, and how they effectively learn. As a result, many learners do not even put effort in those subjects they are not interested in. The following responses from in-depth interviews help illustrate this point:

> *"I think it is better for everyone to be taught according to their learning interests because they develop that passion, and they start being determined to work hard and do better. It builds their self-esteem, and they believe in themselves and feel like they can do better. Unlike CAPS whereby you are forced to learn how to write a friendly letter even though you are never going to use it, you just do it because you are going to*

be assessed on it in exams, to find yourself one day finishing school in order to purse your studies at university. When you are taught according to your interest you are more in your comfort zone, so you know your capacities" (Participant 8).

"It should be learning interests. I have seen that learners who are not interested in some subjects tend to fail those subjects but do good in those that they are interested in. When there is no interest, it affects how learners' function and how they effectively learn. Many do not even put effort in those subjects which they are not interested in" (Participant 3).

4.4.7.2.1 Self-esteem

Participants' responses have also revealed that when Grade 10 learners in schools in Motheo Education District learn according to their interests they would build self-esteem. Learners are found to believe in themselves, and they feel like they can do better. When learners are being taught according to their learning interests, there are more in their comfort zone. Hence, when learners are being allowed to express themselves in their own way and show their capabilities, they tend to know their capabilities. The following responses from in-depth interviews help illustrate this point:

"I think everyone should be taught according to their learning interests because they develop that passion, and they start being determined to work hard and do better. It builds their self-esteem, and they believe in themselves and feel like they can do better. Unlike CAPS whereby you are forced to learn how to write a friendly letter even though you are never going to use it, you do it because you are going to be assessed on it in exams, to find yourself one day finishing school to pursue your studies at university. When you are taught according to your interest you are more in your comfort zone, so you know your capacities" (Participant 8).

"Everyone is unique, and I believe everyone should be allowed to study according to their interests instead of closing learners inside a cocoon. Everyone should learn according to their learning interests. This will allow learners to express themselves in their own way and show their capabilities" (Participant 1).

4.4.7.2.2 Academic progress

Participants' responses have also revealed that there is determination among Grade 10 learners in selected schools in Motheo Education District, because of Selective Learning. It creates academic progress whereby there is an eagerness to learn more, and learners do not struggle easily or find much pressure in learning. Hence, as a result, learners understand easily, and they tend to achieve higher marks. For instance, it was found that learners who are not interested in some subjects tend to fail those subjects but do well in those subjects they are interested in because they are given an opportunity for their learning interest to be stimulated. The following responses from in-depth interviews help illustrate this point:

> *"Everyone should learn according to their learning interests because they will have an opportunity to choose if they want a certain field of study. There will be freedom of choice, commitment amongst learners, and there will be academic progress"*
>
> (Participant 2).
>
> *"It should be learning interests. I have seen that learners who are not interested in some subjects tend to fail those subjects but do good/well in those that they are interested in. When there is no interest, it affects how learners' function and how they effectively learn. Many do not even put effort in those subjects that they are not interested in"* (Participant 3).
>
> *"Learners should learn according to their interests only from Grade 10 and not from an early age though. Learning what you love would become easier, you will not struggle or find much pressure because it will be something you like, one will understand easily, and they will achieve great marks. When you like something, you are even eager to learn more, you never have enough. A standardised curriculum is best for learners who are academically strong"* (Participant 6).

4.4.7.3 Twofold notion

Participants' responses have also revealed a twofold notion, that it is best for Grade 10 learners in schools the Motheo Education District to learn according to their learning interests and that there is still a need for a standardised curriculum for some learners who do not know their learning interests. Participants raised their concerns around some learners' uncertainties, those who do not know their learning interests. Hence, it would be best for learners who do not know their learning interests to learn according to a standardised curriculum with different subjects to avoid causing problems by wasting some learners' time by focusing on a specific field or

learning interest, which they may not use in the future. In addition, a standardised curriculum is also seen in a positive light when it comes to creating a uniform spirit across learners at a national level. However, participants still strongly believe that some learners should be taught according to their learning interests, because teachers are stuck with some learners in schools with learning interests which are not supported or stimulated by a standardised curriculum such as CAPS. The following responses from in-depth interviews help illustrate this point:

> *"For learners who know what their interests are, it is best to learn according to their interests but for those who do not know a standardised curriculum with different subjects would be best for them. For instance, some learners get to university, and they find that the career field they have chosen does not require Mathematics and they feel like they have wasted their time and they feel like they were brainwashed. Had those learners studied according to their interests from Grade 10, they would have been more prepared for university education. They would have known how to solve academic problems. However, for those who do not know then it is going to be a problem, because they will waste 3 years of their time focusing on a specific field which they might not use in the future"* (Participant 4).

> *"I think it is two folds. There is a need for a standardised curriculum for some learners and to also create that uniform spirit across learners at a national level. However, I am a strong believer who believes that learners should be taught according to their learning interests, because we are stuck with some learners with interests which are not supported by the CAPS. For instance, some learners we can see that if this learner was in an Art teaching and learning school, s/he was going to perform way better than now because their interest lies in Arts. Thus, they should have been given an opportunity for that interest to be stimulated. So, I believe that if we can move in that direction as a country, we will reap greater benefits than we are getting right now with learners' level of pass rates"* (Participant 7).

4.4.8 Challenges in implementing Selective Learning in schools

Participants' responses have also revealed that there will be challenges in implementing Selective Learning amongst Grade 10 learners in schools in the Motheo Education District. Participants intimated concerns of adaptation, confusion, teacher training, and resources.

4.4.8.1 Adaptation

Participants have revealed that adaptation is one factor of concern in implementing Selective Learning amongst Grade 10 learners in the Motheo Education District. Hence, both learners and teachers would struggle to adapt. Adaptation is a great issue to many teachers because some teachers would struggle with new teaching methods. Participants also noted that some teachers would resist change and some aged teachers would feel like they may not remember better even if training is facilitated. For instance, it was stressed that some teachers would leave/quit employment when they do not understand a new curriculum. For example, teachers of Home Economics left when Consumer Science was introduced as a subject under the CAPS. The following responses from in-depth interviews help illustrate this point:

> *"Both teachers and learners will struggle to adapt, the difficulty of change. For instance, some learners will be used to CAPS from the lower grades and then some might find it difficult to change in Grade 10. Teachers struggle with change, so there will be a struggle with new teaching methods"* (Participant 2).

> *"The challenges will involve the issues of time to adapt to the new curriculum. Both learners and teachers will struggle with adaptation, it will require constant in-depth training for us teachers to be able to understand it because if we do not it will affect how we will teach, then learners' effective learning will be at stake. It can also create confusion amongst learners. Parents at home will also find it challenging because we give learners homework, so it will end up being a burden to teachers to teach everything because parents will not be able to assist their children"* (Participant 8).

> *"Some teachers leave when they do not understand a new curriculum; they quit their jobs. Adaptation is an issue to many teachers. Some teachers say that we will not adapt well to a new curriculum, because some are aged and they feel like they will not remember well even if they are taken for training so they leave. For instance, teachers who were teaching home economics left when consumer science was introduced as a subject under the CAPS. So, the school had to get new teachers, such issues really play a role on how learners adapt to new teachers. Some teachers still stay but struggle to adapt and that affects their teaching methods which influence the way learners learn. Learners will also take time to adapt; it will depend to the teachers' ability to effectively deliver the curriculum"* (Participant 3).

4.4.8.2 Confusion

Moreover, participants' responses have revealed that Grade 10 learners in schools at Motheo Education District might get confused due to the implementation of Selective Learning, including parents at home. Likewise, as the parents are the second point of contact of assistance when learners are given homework or tasks, so parents/guardians might find Selective Learning challenging and confusing when teachers give learners homework for them to assist. As a result, teaching and learning would be a burden to teachers, who would teach and assist in every task due to parents' inability to assist learners with homework. Hence, learners might also end up making mistakes in their choices (in choosing the right learning interest). This is stressed due to peer pressure, with learners thinking that they like a certain field of study only to discover that it is not their real passion and not something they would like to use in future. Participant emphasised that learners might get confused with Selective Learning because it is new it means new information and new ways to solving problems that they are not familiar with from the lower grades. Participants also stressed the impact of lack of understanding if teacher training is not offered constantly, as well as the impact that it would have on how teachers teach, that is how they present the curriculum. Thus, learners' effectiveness in learning would be at stake. The following response from in-depth interviews helps illustrate this point:

> "*Learners might get confused with Selective Learning because it is new it means new information and new ways to solving problems which they are not familiar with from the lower grades. Older teachers might take time to adapt, and that will affect how they present the curriculum and that will affect how learners learn. Due to lack of funding issues which are always encountered, I believe many teachers might not get training. Workload will also be more because the curriculum will go in detail"* (Participant 4).

4.4.8.3 Presentation

Participants' responses have further revealed that when older teachers in schools in the Motheo Education District take time to adapt to a new curriculum, it will affect how they present Selective Learning, and thus affecting how learners learn. Since some learners may take time to adapt, they would depend on the teachers' ability to effectively deliver the curriculum. For example, learners would be used to CAPS from the lower grades and then change in Grade 10. Some they might find it difficult. Hence, the challenge that may occur in implementing Selective Learning would be workload, noting that the workload would be more because the

curriculum would go into details. The following responses from in-depth interviews help illustrate this point:

> *"Some teachers leave when they do not understand a new curriculum; they quit their jobs. Adaptation is an issue to many teachers. Some older teachers say that we will not adapt well to a new curriculum, because they feel like they will not remember well, even if they are taken for training. For instance, teachers who were teaching Home Economics left when Consumer Science was introduced as a subject under the CAPS. So, the school had to get new teachers; such issues really play a role on how learners adapt to new teachers. Some teacher still stay but struggle to adapt and that affects their teaching methods which influence the way learners learn. Learners will also take time to adapt; it will depend to the teachers' ability to effectively deliver the curriculum"* (Participant 3).

> *"Learners might get confused with Selective Learning; because it is new, it means new information and new ways to solving problems which they are not familiar with from the lower grades. Older teachers might take time to adapt, and that will affect how the present the curriculum and that will affect how learners learn. Due to lack of funding issues which are always encountered, I believe many teachers might not get training.*
>
> *Workload will also be more because the curriculum will go in detail"* (Participant 4).

4.4.8.4 Teaching training

Participants' responses have further revealed the lack of teacher training as a challenge in implementing Selective Learning among Grade 10 learners in schools in Motheo Education District. Participants intimated that training is always an issue within the Department of Education (DoE) and the need for intense training would not be fully met. Hence, some teachers might not attend training and sometimes the DoE only sends one person for training instead of all the teachers. Therefore, there would be a need for an effective implementation because learners depend to the teachers' ability to deliver the curriculum effectively. The following responses from in-depth interviews help illustrate this point:

> *"Mostly, it will be hard for teachers to adapt to change, meaning we will need to go for intense training, and training is always an issue within the department of education. Older teachers will take even years before they can adapt. Another issue will be how we are going to group the learners; what if a certain stream does not have a lot of*

learners: how are we going to handle that small group? This is the same with a bigger group; there will be a challenge of space, so it will need a lot of planning and finances, because there will be an issue on how schools are managed due to different streams" (Participant 6).

*"Lack of training; the training must be effective and interesting to be engaging. Some teachers may not attend the training and sometimes the department of education only sends one person for training instead of all teachers" (*Participant 7).

4.4.8.5 Resources

Participants' responses have also revealed the issue of resources as a challenge in implementing Selective Learning among Grade 10 learners in selected schools in Motheo Education District, since there is a dearth of resources in South African schools. This indicates that lack of resources can be a stumbling block for Selective Learning to be implemented. If teachers want learners to enhance effective learning interest, there must be proper tools to help learners and to stimulate that interest, for instance, resourceful laboratories or drawing materials for Art learners. The following response from in-depth interviews helps illustrate this point:

"Since our country has an issue of resources in schools, a stumbling block for such a curriculum would be the issue of resources, because if we need to enhance effective learning interest we need proper tools to help them learn and stimulate their interest. For instance, resourceful labs or drawing materials for Art learners are critical. There is also a challenge of adaptation; learners manage change better than teachers. Some teachers will take time, so if teachers are trained well, adaptation becomes easier to deliver the curriculum well" (Participant 7).

4.4.8.6 Space

Participants' responses have also identified the factor of space as a challenge in implementing Selective Learning among Grade 10 learners in schools in the Motheo Education District. There was concern on how teachers are going to handle the small or big groups of different streams, and that it will require a lot of planning and finances. Thus, there would be a need for bigger classrooms to occupy bigger numbers. The following response from in-depth interviews helps illustrate this point:

"Another issue will be how we are going to group the learners: what if a certain stream does not have a lot of learners; and how are we going to handle that small group. The same applies to a bigger group: there will be a challenge of space, so it will need a lot of planning and finances, because there will be an issue of how schools are managed due to different streams" (Participant 6).

4.4.9 Roles of Selective Learning at schools

This study has revealed that Selective Learning plays a major role in the learners' readiness for university and workplace in schools in the Motheo Education District.

4.4.9.1 Readiness to universities

Participants' responses have revealed that Selective Learning improves learners' readiness to university education, by indicating that for learners to go to university there is need for a curriculum to meet the learners' learning interests. Hence, if those needs are met then learners would be able to face the world beyond high school and further their interests at relevant universities. The following responses from in-depth interviews help illustrate this point:

"Since we will be preparing them here in high school, these learners will be prepared for university. They will know their interests; they will choose subjects they enjoy and that will prepare them for the future. Many learners go to university with the same stereotype; same mind set of not knowing what to study, because the current curriculum does not prepare them as such. They end up just choosing any degree and they fail and some drop out, but if learners can already choose a field from Grade 10 that will help them greatly. From high school they will know even what they will encounter in their field of work" (Participant 1).

"It will help learners to be prepared and give them the ability to handle university's workload because some students' struggles with workload at first year level. It will also create further interest in their field of study, because most learners just study any degree without any interest, so there will be better decision-making as learners choose their field of study. There is an issue of decision-making, because of the issue of curriculum. Learners do not know much about their field of study. In term of readiness to university, it will prepare them in a sense that they will be team players because Selective Learning will make them learn independently but it also teaches them to adapt to a group. So,

you might find a group of individuals with the same interests enhancing team dynamics, which is needed in a work space to understand different individuals" (Participant 7).

"Learners will be university ready; they will know what to expect because they would have started with that specific field from Grade 10. Even if it is in a work place, they are not going to struggle to adapt because they will be having a foundation of information. Those learners even if they get an internship in a specific field they will be able adjust well and they will know how to solve problems and able to manage the workload" (Participant 4).

4.4.9.2 Continuous learning

Participants' responses have also revealed that that school learners in the Motheo Education District would be prepared for university. They would be ready and would know what to expect, because they would be continuing with that which they are interested in. Responses Hence, learners would have started with that specific field of learning from Grade 10, so it would be continuous learning and less confusion. For instance, many learners go to university with the same stereotype, and the same mind-set not knowing what to study because the current curriculum CAPS does not prepare them for university education. It does not support all learning interests found in some learners. Thus, learners end up being confused with choosing a field of study, leading to failure. The following responses from in-depth interviews help illustrate this point:

"From school they will be prepared for university because they will be just continuing with what they are interested in, what they excel in. Learners will be used to university workload and assessments" (Participant 2).

"For learners to go to university there has to be a need for a curriculum to meet the learners' interests and if those needs are met then learners will be able to face the world beyond high school and further their interests in either the relevant workplace or university. So, they will be prepared because their interest in a certain career field was emphasized from high school, so it will be a continuation" (Participant 3).

4.4.9.3 Degree choices

Participants' responses have also revealed that if one chooses Mathematics, for example, here at school in the Motheo Education District, then they would know which field of study they would follow when they get to university. There would be no confusion with degree choices among such learners. Hence, Selective Learning creates learners' readiness to university, would in turn create further interest in their field of study. Selective Learning would help better decision-making as learners choose their fields of study. Participants intimated those learners face challenges when they arrived at a new teaching and learning environment, such as the university, because they would be clueless and only exposed to few career opportunities. Thus, if Selective Learning is in place, learners would be more familiar with different fields of studies/learning interests and a lot of learners would not struggle in making degree choices. The following responses from in-depth interviews help illustrate this point:

> *"Since we will be preparing them here in high school, these learners will be prepared for university. They will know their interests; they will choose subjects they enjoy and that will prepare them for the future. Many learners go to university with the same stereotype, and same mind set of not knowing what to study because the current curriculum does not prepare them for university education. They end up making wrong choices leading to failure. But if learners can already choose a field from Grade 10, that will help them greatly. From high school they will know even what they will encounter in their field of work"* (Participant 1).

4.4.9.4 Workload

Participants' responses have also revealed that Selective Learning in schools in the Motheo Education District prepares learners to handle the workload. It will give them the ability to handle and adapt to the workload because some students struggle with university workload at first year level. Learners would be just continuing with what they are interested in, what they excel in, and as a result, learner would be used to university workload and assessments from foundation received from high school. The following responses from in-depth interviews help illustrate this point:

> *"From school they will be prepared for university because they will be just continuing with what they are interested in, what they excel in. Learners will be used to university workload, assessments"* (Participant 2).

"Learners will be ready for university, they will know what to expect because they would have started with that specific field from Grade 10. Even if it is in a workplace, they are not going to struggle to adapt, because they will be having a foundation of information. Those learners even if they get an internship in a specific field, they will be able adjust well and they will know how to solve problems and able to manage the workload" (Participant 4).

4.4.9.5 Readiness to work environments

Participants' responses have also revealed that Selective Learning creates learners' readiness to work environments for learners in schools in Motheo Education District. Hence, learners will be prepared in a certain career field due to their learning interest, which was emphasised from high school. Participants intimated that that not all learners would end up furthering their studies in the university, or any higher education platform. Hence, Selective Learning would benefit many learners in acquiring basic skills, which they would make use of in a work environment. The following response from in-depth interviews helps illustrate this point:

"Learners will be university ready; they will know what to expect because they would have started with that specific field from Grade 10. Even if it is in a workplace, they are not going to struggle to adapt, because they will be having a foundation of information. Those learners even if they get an internship in a specific field, they will be able adjust well and they will know how to solve problems and able to manage the workload" (Participant 4).

4.4.9.5.1 Continuous experience

Participants' responses have also highlighted that it would also be a continuation for learners in schools in the Motheo Education District, because when one decides to go out to the working environment, one would go for what they can master. They would be ready to tackle the tasks according to the knowledge they would have gained or obtained in high school. Hence, as continuous experience, learners are not going to struggle to adapt even if learners go to straight to the workplace after school, because they would be having a foundation of information as early as from Grade 10 from high school. For example, learners who manage to get an internship in a specific field would be able to adjust well and would know how to solve problems and able to manage workload. Moreover, since Selective Learning creates learners'

readiness to work environment it would help avoid much confusion and would in turn create efficiency for those who find themselves in the workplace because they would be familiar with many skills. The following responses from in-depth interviews help illustrate this point:

> *"For instance, if I chose mathematics here at school, I would know which field of study I will follow when I get to university. I will not be confused with degree choices. So, I will do exactly what I was doing during my Selective Learning, I will be expanding on that knowledge. Also, when I go out to the working environment, I will go for what I can master, I will be ready to tackle the tasks according to the knowledge I would have obtained"* (Participant 5).

> *"For learners to go to university there is a need for a curriculum to meet the learners' interests and if those needs are met then learners will be able to face the world beyond high school, and further their interests either at a relevant workplace or university. So, they will be prepared because their interest in a certain career field was emphasised from high school. So, it will be a continuation, with them furthering their studies"* (Participant 3).

> *"Learners will be university ready; they will know what to expect because they would have started with that specific field from Grade 10. Even if it is in a workplace, they are not going to struggle to adapt because they will be having a foundation of information. For those learners, even if they get an internship in a specific field, they will be able adjust well and they will know how to solve problems and able to manage the workload"* (Participant 4).

4.4.9.5.2 Group dynamics

Moreover, participants' responses indicated that apart from making learners learn independently, Selective Learning would mainly teach learners a sense of team dynamics. Hence, it would teach learners how to adapt to a group should the learner find a group of individuals with the same learning interests, thus enhancing a sense of team dynamics, which is needed in a workspace to understand different individuals. The following response from in-depth interviews helps illustrate this point:

> *"It will help learners to be prepared and give them the ability to handle university's workload because some students struggle with workload at the first-year level. It will also create further interest in their field of study because most learners just study any*

degree without any interest, so there will be better decision-making in learners as they choose their field of study. There is now an issue of decision-making and that is because of an issue of curriculum change, otherwise they do not know much about their field of study. In terms of readiness to university, it will prepare them in a sense. They will be team players because Selective Learning will make you to learn independently. Yes, but it teaches one to adapt to a group. So, you might find a group of individuals with the same interests, thus enhancing team dynamics which is needed in a workspace to understand different individuals" (Participant 7).

4.4.10 How effective learning interest amongst learners can be improved overall

Participants' responses have also revealed that effective learning interest among Grade 10 learners in schools in the Motheo Education District can be improved in many ways. Hence, the improvement arises from such factors as productive resources in schools, teaching skills, an improved curriculum, and learners' attitudes towards learning.

4.4.10.1 Resources

Participants intimated that for effective learning interest to be improved amongst learners, there must be enough resources in schools in Motheo Education District. This indicates that resources are still an issue in many schools. Participants intimated the need for such resources as access to computers and the internet, and the use of videos and pictures to enhance lessons. For instance, there should be laboratories equipped with chemicals for demonstrations in Physical Science, and there should be videos and pictures to support visual learners, including musical instruments for those learners who like music, as well as computers for teachers to teach with PowerPoint to make teaching and learning effective and consistent. Moreover, there should be access to education; since not all learners learn the same, all learners should have the opportunity to learn. The following responses from in-depth interviews help illustrate this point:

"Resources: each subject should have specific resources to help enhance effective learning interest. For instance, in Physical Science they should be labs with chemicals for demonstrations, for visual learners they should be videos and pictures to support them" (Participant 1).

"Resources: even if we can start small, giving learners access to internet even if it's through their phones. Access to computers and laptops" (Participant 4).

"Resources are still an issue, so getting proper computers for learners who love CIT. Have more pictures, videos as a teaching and learning tool. Having an advanced, equipped library" (Participant 5).

"Things that I previously mentioned: the issue of having all learners under a standardised curriculum is a huge problem. Therefore, having a curriculum that will relate to all the needs of learners would enhance effective learning interest. Resources: for instance, musical instruments for those that love music, Art material such as paints for the Arts learners. Access to laptops and internet, videos will enhance effective learning interest amongst learners" (Participant 6).

4.4.10.2 Teaching skills

Moreover, participants' responses have revealed that teaching skills are a critical factor that can improve effective learning interest among Grade 10 learners in schools in the Motheo Education District. It is the teacher-learner relationship that can enhance effective learning interest. Hence, teachers should accommodate each learner by practicing better teaching skills and they should know what their learners reciprocate. There should be better engagement in the classroom, allowing learners to express themselves without limiting them, and by creating a suitable learning environment in which teaching style is democratic instead of authoritarian. Participants' responses stressed that teachers should get effective teaching training from time to time, constant attendance of workshops to enhance their teaching skills, which will improve effective learning interest amongst learners. This also includes the need for the Department of Education (DoE) to encourage networking of teachers from different schools, so that teachers can learn from each other and improve their teaching skills. The following responses from in-depth interviews help illustrate this point:

"Teachers should create a suitable learning environment. Teaching styles should be democratic instead of authoritarian, thus allowing learners to express themselves without limitations" (Participant 1).

"Teachers should accommodate each learner by practicing better teaching methods and they should know what their learners reciprocate. They should have resources such as videos and more pictures to enhance lessons" (Participant 2).

"For teachers, there should be constant workshops to improve our teaching skills to ensure that learners learn effectively. Schools should have extra-mural activities, such as visitation to educational places so that they come back with different interests, for them to see the world from a different angle, as well as having sports as a subject to explore their talents: different types of sports, music, dancing; all necessary mural activities which can benefit them in the future and that can also bring motivation in learning. Technology is needed such as using videos as a tool of teaching and learning" (Participant 3).

"Constant training for teachers is needed to improve our teaching skills. More resources are needed: computers which would allow us to teach with PowerPoint, more pictures, videos and standard classrooms, such as warm classes during winter" (Participant 8).

4.4.10.3 Improved curriculum

Participants' responses have also revealed the need for a curriculum which relate to all the needs of learners to enhance effective learning interest among Grade 10 learners in schools in Motheo Education District. Hence, there is need for a curriculum that encourages learning beyond the classroom, to make learners able to think outside the box, which is a shortfall of the current standardised curriculum. The following responses from in-depth interviews help illustrate this point:

"Things that I previously mentioned: the issue of having all learners under a standardised curriculum is a huge problem. Therefore, having a curriculum that will relate to all the needs of learners would enhance effective learning interest. Resources: for instance, musical instruments for those who love music, Art material such as paints for the Arts learners. Access to laptops and internet, and videos will enhance effective learning interest amongst learners" (Participant 6).

"We should have a curriculum that encourages learning beyond the classroom, to make learners able to think outside the box; a curriculum which they can make use of in the future and their decision-making. Teacher-learner relationship can enhance effective learning interest, so there is need to have better engagement in classrooms. Learners' attitude towards a learning environment can enhance effective learning interest; learners knowing the purpose of school or learning and the benefits of getting education. Resources: allowing the use of videos and more picture as a tool of learning and that will give all learners the opportunity to learn since not all learners learn the same way" (Participant 7).

4.4.10.3.1 Extra-mural activities

Participants' responses have also noted that schools in the Motheo Education District should have extra-mural activities, activities such as sports, music, dancing, and all other necessary activities that can benefit them in the future. This also includes activities that can bring motivation in learning, including visitation to educational places, so that learners can view the world from a different angle. The following responses from in-depth interviews help illustrate this point:

"Schools should have extra-mural activities, such as visitation to educational places so that learners come back with different interests. For them to view the world from a different angle; as well as having sports as a subject to explore their talents: different types of sports, music, dancing; all other necessary activities which can benefit them in the future and that can also bring motivation in learning. Technology is needed such as using videos as a tool of teaching and learning" (Participant 3).

"Learners: more life and career exhibitions for guidance, educational programmes such as study camps and having learners' cultural exchange programmes so that learners can be exposed to different learning environment, such as university students' cultural exchange programmes" (Participant 4).

4.4.10.4 Learners' attitude towards learning

Participants' responses have also highlighted that learners' commitment such as their attitude towards learning and learning environment affects the processes of effective learning interest

among Grade 10 learners in selected schools in Motheo Education District. Hence, some learners come to school without any purpose, with some learners having negative attitude, and thus learners should know the purpose of school or learning and the benefits of getting education. The following responses from in-depth interviews help illustrate this point:

> *"Learners' commitment is critical, such as attendance and their attitude towards learning. I feel like some learners have a negative attitude towards learning and that effect how effectively they learn; they come to school without any purpose"* (Participant 1).

> *"Learners' attitude towards a learning environment, that can enhance effective learning interest as it is critical; learners knowing the purpose of school or learning and the benefits of getting education"* (Participant 7).

4.5 Conclusion

This chapter presented the research findings from in-depth interviews to answer the objectives espoused in this study of using Selective Learning in schools to enhance effective learning interest. This chapter presented biographical information of eight participants aged between 27-62 years, three which were males and five females. These participants were of two different ethnicities, three Whites and five Blacks. Participants were high school teachers from both rural and urban schools in Botshabelo, Motheo Education District, in the Free State Province. The thematic results were generated from face-face semi-structured interviews used as a data collection tool for the study. Moreover, the thematic results reflected ten themes, with possible factors identified in each theme which plays a role as strength or limitation due to learners' different learning interests, teaching skills, schools' demographic location, learning environment, resources, and learners' lack of interests, as well as the impact of the use of a standardised curriculum CAPS which involved assessments and curriculum design. Also, issues of lack of teaching training, including the teachers experience, the challenges in the implementation of Selective Learning and its role in preparing learners into a higher education environment and work environment were covered. Thus, the knowledge of diverse factors having an impact on learners' effective learning interest was also captured.

CHAPTER 5

DISCUSSIONS, RECOMMENDATIONS, LIMITATIONS, AND REFLECTIONS TO THE STUDY

5.1 Introduction

This study explored how Selective Learning can enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province. In the previous chapter, the researcher presented the biological results such as the demographic data of participants, and analysed interview data. Demographic data such as participants' age, gender, ethnicity, schools, teaching subjects, residential areas, home languages, teachers' teaching grade levels and their highest qualifications were included. The thematic results of the data collected for the study were also presented. In this chapter, the researcher discussed the results of the study in connection with the findings from related literature, to respond to the objectives espoused in the current study. In this chapter, the researcher would summarise the main findings on how the use of Selective Learning would enhance effective learning interest among Grade 10 learners in schools in the Motheo Education District. Including the challenges that teachers would encounter from the implementation of Selective Learning in schools, and the impact Selective Learning would have on learners' readiness for universities. This chapter would interpret and analyse the findings. The interpretation and discussion would be presented alongside with the research questions of the study, thus presenting an overview of the significant findings of the study of each identified research question, followed by a discussion and interpretation of the findings in light of the existing literature. This chapter would also include recommendations, reflections, and limitations, as well as the summary and conclusions of the study.

5.2 Interpretation and discussion of the results

This study's main aim was to explore how Selective Learning can enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District, Free State Province. The objectives of the study were as follows: first, to explore the challenges Grade 10 teachers can encounter from the implementation of Selective Learning in schools; and second, to explore the impact Selective Learning would have on learners' readiness for university

education. Consequently, the interpretation and discussion of the results would be done to answer the research questions, with the intention of understanding the aim and objectives of the study.

5.2.1 Main research question: How does Selective Learning enhance effective learning interest among Grade 10 learners in selected schools in the Motheo District, Free State Province?

The results of the study have revealed the benefits of Selective Learning as enhancing effective learning interest of Grade 10 learners in selected schools in Motheo Education District, Free State Province. The data presented in chapter 4 have revealed that, first, Selective Learning enhances effective learning interest by creating a tolerable learning environment, enhancing cognitive skills, engaging teaching, and learning and academic excellence (point A); second, Selective Learning improves the current curriculum by improving the learning environment, subject groupings, teaching skills, assessment, and academic excellence (point B).

A) Selective Learning as enhancing effective learning interest

5.2.1.1 Creating a tolerable learning

The results have indicated that Selective Learning enhances effective learning interest among Grade 10 learners in schools in the Motheo Education District by creating a tolerable learning experience. Hence, learning would be more tolerable by allowing learners to be more comfortable with the subjects which they have chosen rather than being pressurised to study certain subjects which they do not enjoy. This would in turn stimulate interest among learners, and thus making learning more enjoyable for the learners. According to Parkay et al. (2014), the process of learning produces change in an individual's knowledge or behaviour because of how an individual experience learning itself. Hence, learning according to the notion of Selective Learning creates a space for a learner who selects what to learn. It ensures that knowledge is acquired through the learner's learning interests, an aroused interest-information-seeking behaviour (Ersoy, 2019). This is confirmed by research findings from in-depth interviews, which revealed that as learning becomes tolerable, the interest to learn gets stimulated. The results have further revealed that learners would be motivated to attend classes and they would also know how to engage with the learning outcomes, because they would be learning according to their learning interests. This is consistent with research findings from

related literature. Hence, learning interests stimulate motivation which has a massive impact on the learners' academic success (Morosanova et al., 2015). The findings from in-depth interviews have also revealed that as individuals our interests improve something in each one of us, thus learners would always be curious to know more through Selective Learning, since there would be in-depth information emphasised, allowing learners to relate and to be encouraged to learn more. Hence, learners indeed channel their energies towards mastering concepts, being curious to learn more, because of their learning interests, thus sustaining their attention and effort to accomplish their academic goals (Goulart & Bedi, 2011; Arikpo & Domike, 2015). Therefore, it is vital that every learner should be allowed to experience learning which is tolerable and effective, by receiving learning support and 'thinking that is productive, purposeful and intentional' (Venville & Oliver 2015:48-49).

5.2.1.2 Enhance cognitive skills

The findings have also revealed that Selective Learning enhances effective learning interest, as well as cognitive skills and different cognitive abilities of learners. This is supported by the theory of Multiple Intelligence (MI), which states that each learner should be guided to study that which suits them, matching their abilities to enhance effective learning interest because learners do not learn the same way and cannot learn everything (Kandeel, 2016). Thus, it is vital that whenever a curriculum is being designed, cognitive style is taken into consideration because cognitive style is a learning condition variable (Prayekti, 2018). The use of Selective Learning would aid learners to further their learning interests, and as a result learn effectively, since learners will be more focused. The findings from in-depth interviews have also confirmed that when one is comfortable s/he learns better; it becomes easier to express themselves well during assessments. This is consistent with Howard Gardner's MI theory which postulates that learners are unique, and it is important that there is an understanding of their cognitive domains, which affects their academic performance and how effectively they learn when teaching and learning take place (Joneja, 2016). Hence, the learners' behavioural learning such as Selective Learning affects academic performances, cognitive skills, such as how they remember, understand, apply, analyse, evaluate, and create learned information (Pangestika & Prasetyo, 2018). Thus, how we feel, perceive and experience learning affect the effectiveness of our learning efforts, such as our cognitive skills (Stone, 2018).

5.2.1.3 Engaged teaching and learning

The research findings have also revealed that Selective Learning enhances effective learning interest through engagement in teaching and learning among learners. Both teachers and learners would be more involved in teaching and learning. Selective learning would also improve learners' engagement with the learning material. It would assist teachers by affording them space to focus on learners' learning interest because in-depth interviews have revealed that when a learner is interested in learning then the job is half done. This is consistent with findings from related literature, as Brobst and Markworth (2019) argue that Selective Learning type of schools have great benefits on both teachers and learners because it allows them to specialise in subjects, meeting the academic needs of learners and teachers, which leads to higher quality instruction, engaged teaching and learning, that enhance effective learning interest (high level of achievement) (Fryer, 2018). Furthermore, the results revealed that having an engaged teaching and learning environment would improve the learners' attitude towards learning. Learners would take accountability in their learning by doing their own research to develop those interests, and they would surf more information to enhance effective learning interest as it would benefit them more in future. Hence, stimulated learning interest has a significant role in learners' goal on engagement and accomplishment (Goulart & Bedi, 2011; Arikpo & Domike, 2015). Moreover, when learners and teachers' preferences are met, teaching and learning becomes more effective (Bautista et al., 2018). The findings from in-depth interviews have also revealed that "it is best to do what you love and love what you do and find someone to pay you for it". This is supported and consistent with the theory of MI, which stipulate that teaching and learning processes, such as engaged teaching and learning processes are affected by learners abilities and teachers intelligence- their ability to use effective teaching skills (Ghamrawi, 2014).

5.2.1.4 Academic excellence

The research findings have also revealed that Selective Learning enhances learning interests and creates academic excellence amongst Grade 10 learners in the Motheo Education District, through its ability to allow learners to express themselves well. Hence, when one is comfortable with learning, s/he experiences learning better and it becomes easier to academically excel. Marks will improve as proof that learners are effectively learning to their best ability. This is consistent with findings from related literature in that Selective Learning schools have great impact on learners, with better levels of academic achievements compared to schools with standardised/traditional curriculum (Erdogan & Stuessy, 2015). Hence, learners' level of

motivation and ability to learn a specific outcome or curricula affects how effectively they learn, and their academic performances (Prayekti, 2018). Therefore, allowing learners to learn according to their learning interests creates an opportunity for effective learning to take place, which may result in high levels of achievement (Brobst & Markworth, 2019). According to Fryer (2018), high academic achievements are also produced by effective teaching practices encouraged by the concept of Selective Learning, whereby teaching is flexible, and it is guided according to learners' learning interests.

B) As improving the current curriculum

5.2.1.5 Learning environment

The research findings have also revealed that Selective Learning improves the current curriculum, CAPS, and would create a positive learning environment where learners would be focused, by giving complexity in teaching and learning without guiding teachers to teach only in a certain way or without giving strict inflexible teaching guidelines and also creating a learning space whereby learners would be more involved. This is consistent with findings from related literature in that positive learning environment practices generate a feeling of competence in learners and determine a learner's intrinsic motivation for each learning activity (Tsai et al., 2015). Hence, a learning environment should encourage learners to be more involved in their learning than the teacher because they would be learning according to their learning interests. Thus, teachers can encourage a positive learning environment by creating participatory culture and cooperative culture, encouraging learners' level of motivation to learn by accommodating the learning styles of learners (Tsai et al., 2015). Johnston et al. (2019) stress on the significance of allowing learners to feel as if they belong in a learning environment with their peers, and that they have relevance engaging in teaching and learning without any fear of not being competent. Hence, it would be of great significance to have teaching and learning environments with curriculum that is not explicitly delimiting and too prescriptive, encroaching on teachers' professional autonomy (Ramatlapana & Makonye, 2012).

5.2.1.6 Subject groupings

The research findings have also revealed that Selective Learning improves the current curriculum and improves the subject combinations or groupings which would support learners'

learning interests, by improving the learners' attitude towards learning, and allowing learners to be put into streams and study according to their learning interests. The results stressed that CAPS is standardised, designed in a way that puts all the learners in one box, assessing all learners in the same way, disregarding learners' differences. According to Stroebel et al. (2017), CAPS has limited flexibility and creativity in teaching and learning because it is standardised. This is consistent with findings from related literature in that CAPS is viewed as a single comprehensive and concise policy document in every subject in each grade providing details on what teachers need to teach and assess (Maharajh et al., 2016). The curriculum intends on meeting learning objectives, including the assessments of learners about the knowledge of the curriculum, without stressing on their learning interests (Maharajh et al., 2016). Therefore, the use of selective curriculum would fill the gap found in the CAPS curriculum subject groupings, since under CAPS subjects that are reduced from eight to seven with strict subject combination guidelines (Maharajh et al., 2016).

5.2.1.7 Teaching skills

Furthermore, research findings have revealed that that Selective Learning improves the current curriculum and improves the teaching skills to encourage focus on the learners due to focused learning interest, by allowing teachers to create that teacher-learner relationship which is not exercised in CAPS. The CAPS is found to be creating a learning environment in which the teacher is viewed as the pastor and the learners as the congregants listening to the pastor. Thus, Selective Learning would improve CAPS by allowing learners to engage in the learning materials and be more involved in the classroom. This is consistent with findings from related literature in that CAPS is viewed as being inflexible by being delimiting, rigid and encroaching on teachers' professional autonomy (Ramatlapana & Makonye, 2012; Hodgson & Khumalo, 2016). Consequently, schools need highly motivated and competent teachers who engage with learners, rather than having them only concentrating on finishing the syllabus without giving the learners an opportunity to express their views (Dlova, 2019).

5.2.1.7.1 Assessment

The research findings have also revealed that Selective Learning improves the current curriculum and the processes of assessment, by creating an accommodative learning environment in which teachers would be able to assess learners according to their own abilities,

and by creating flexibility in teaching and learning, which allows every learner an opportunity to express themselves in writing and verbally. This is consistent with findings from related literature some learners perform better in the oral assessment than written assessments, even though there is no proof of learners being deprived during oral assessments (Huxham et al., 2012). The results for this study show that some learners cannot express themselves well through written assessment and that it would be a great opportunity for Selective Learning to allow learners to be assessed according to their strengths. According to Kanjee and Mthembu (2015), the effective use of teachers' classroom practices, which include assessment constitute the most integral part of curriculum implementation and teachers' ability to successfully address the diverse learning needs of all children using a curriculum and several methods of assessment. It has the potential to improve learning and learners' performance (Kanjee & Mthembu, 2015). Gardner's theory of MI also stipulates that learners should be assessed on other intelligences/learning interests and academic strengths that they possess rather than on a standardized assessment of intelligence (Chaturvedi, 2015; Takahashi, 2013).

5.2.1.8 Academic excellence

The research findings have also revealed that Selective Learning improves the current curriculum and bring about significant academic excellence among Grade 10 learners in the Motheo Education District. Hence, there would be an improvement in learners' academic performance and the curriculum would help limit the level of dropouts. Thus, learners who are always feeling excluded and discouraged would have something to look up to, as they are motivated to learn. This is consistent with findings from related literature since Selective Learning schools were observed to acknowledge learners' learning interests and cognitive abilities, with learners are encouraged to academically achieve (Erdogan & Stuessy (2015). The incompetence of CAPS has not encouraged cognitive maturity in some learners, resulting in poor academic standards and a lack of thought and effort (Maddock & Maroun, 2018).

5.2.2 Sub-research question: What challenges are encountered by Grade 10 teachers in the implementation of Selective Learning in schools?

The research findings have also revealed the challenges that would be encountered by teachers when implementing Selective Learning to enhance effective learning interest among Grade 10 learners in schools in Motheo Education District. The data presented in chapter 4 have revealed

concerns of adaptation, confusion, teaching training and resources as vital challenges in the implementation of the Selective Learning.

5.2.2.1 Adaptation

The research findings have also revealed that adaptation is one factor of concern when it comes to implementation of a curriculum in schools, with the emphasis that it would be a critical challenge to implementing Selective Learning amongst Grade 10 learners in Motheo Education District. Hence, both learners and teachers would struggle to adapt, as it is found that adaptation is a great issue to many teachers. Some teachers would struggle with new teaching methods, and this affects their ability to effectively deliver the curriculum, while some teachers resist change, and some are already aged. Hence, older teachers tend to feel like they may not remember better even if training is facilitated. As a result, some teachers would leave or quit their employment because of a new curriculum implementation, due to failure to understand a new curriculum (as observed among Home Economics teachers when CAPS was first introduced). Thus, the gap between policymakers and teachers with a central role in the implementation process appears to be narrowing, which result in issues of adaptation during curriculum implementation (Gudyanga & Jita, 2018). Hence, when teachers are not well equipped to implement the curriculum, learners become the victims of confusion and adaptation challenges (Maharajh et al., 2016).

5.2.2.2 Confusion: Presentation

Moreover, research findings have also revealed that there would be confusion in schools and at home with parents assisting learners with schoolwork when Selective Learning is introduced in schools. This includes confusion among teachers due to insufficient teacher training which would not be offered constantly. Hence, this would have an impact on how teachers teach, their curriculum presentation, and thus learners' effectiveness in learning would be at stake. This is consistent with findings from related literature as Dlova (2019) observes that teachers must be well-trained to ensure effectiveness of curriculum implementation. As Mbatha (2016) concurs, learners become the centre of learning when teachers present the curriculum and thus, they are affected by dissemination of information. It is thus vital to provide training and support to all stakeholders involved in the academic success of learners, such as teachers and parents to achieve effective curriculum implementation (Maharajh et al 2016). For that matter, parents also remain vital role players in the success of curricula implementation (Taole, 2015). Overall,

results show that confusion would result from learners being used to CAPS from the lower grades and then change in Grade 10. This would create confusion, and some might find it difficult.

5.2.2.3 Teacher training

The research findings have also revealed the significance of teacher training as a challenge in implementing Selective Learning to enhance effective learning interest among Grade 10 learners in selected schools in Motheo Education District. The results have shown that training is always an issue with the Department of Education (DoE), hence as a result the need for in-depth/ intense training would not be fully met. This includes the issue of some teachers' resistance to attend training, and the DoEs' lack of cooperation by only sending one person for training instead of all the teachers. Overall, there would be a need for an effective training to avoid Selective Learning implementation being a challenge, since as learners depend on the teachers' ability to effectively deliver the curriculum. Related literature supports these findings, as Alsubaie (2016) notes that teachers need training and workshops, geared toward professional development to be able to contribute to curriculum development and implementation. Moreover, poor training and misconceptions about a curriculum result in poor implementation of a new curriculum (Dlova, 2019).

5.2.2.4 Resources: Space

The research findings have also revealed resources as a challenging factor in implementing selective learning in schools in the Motheo Education District. Hence, South Africa has an issue of resources in schools, mostly in public schools, and thus lack of resources would be stumbling block for Selective Learning implementation. If teachers want learners to enhance effective learning interest, there must be proper tools to help learners and to stimulate interest. Resources, such as space, are also a challenge in implementing Selective Learning, raising concern on how teachers are going to handle the small or big groups of different streams, and how it would require much planning and finance. Thus, there would be a need for bigger classrooms to occupy bigger numbers of learners. These results are consistent with findings from related literature as Du Plessis and Mestry (2019) reveal that there has been little improvement in the South Africa's standard of education and learners' performance, even after 25 years of democracy in rural schools, with issues of insufficient funding from the state and lack of necessary physical resources and basic infrastructure as some of the barriers to effective

education. Hence, the most harmful effect on teaching is shortage of resources and resources are the prerequisite to successful implementation of a new curriculum, and 'the process of change must be well resourced' (All Answers Ltd, 2018). Moreover, the state of the school buildings and the availability of general school and Mathematics resources has a positive effect, and the sizes of classes had a negative effect in teaching and learning (Visser & Feza, 2015). Furthermore, the quality of education if influenced by national learner educator ratio, there are crowded classrooms (West & Meier, 2020). Thus, it is important to understand that a successful curriculum implementation is a prerequisite of how teachers deliver instruction and assessment using specified resources provided in a curriculum, together with the materials teachers use in order to ensure accurate implementation of a curricula (Nevenglosky, 2018; Pandey, 2018).

5.2.3 Sub-research question: How can a Selective Learning play a role in learners' readiness for universities?

The research findings have also revealed the role of Selective Learning on learners' readiness to university education or to the work environment. Chapter 4 revealed that Selective Learning would play a critical role in preparing learners to university education.

5.2.3.1 Readiness to universities

The research findings have also revealed that for learners to go to university there has to be a need for a curriculum to meet the learners' learning interests. If those needs are met then learners would be able to face the world beyond high school and further their interests at their relevant university. Hence, Selective Learning plays a role in learners' readiness to university because it would be a continuous learning when they arrive in higher institution, for those who continue with their learning interests from high school. Thus, Selective Learning prepares learners for university education, together with its role of assisting learner to choose qualifications, which best suit their learning interest needs, degree choices and as well as preparing learners for university's workload.

5.2.3.2 Continuous learning

The research findings have also revealed that Selective Learning would prepare learners for the world beyond high school, including for the higher education institutions. Learners would

know what to expect. Hence, Selective Learning creates a sense of continuous learning, with preparations as early as from Grade 10 at high school level, and thereafter, there would be less confusion. According to Maddock and Maroun (2018), learners from high school lack cognitive maturity, with poor academic standards and lack of thought and effort, struggling with the language of teaching and are filled with a growing sense of hopelessness. Moreover, Wilson-Strydom (2015) concurred that there is lack of readiness among learners eligible for university which does not necessarily mean that one is ready for university. Hence, the gap between school and university in terms of content knowledge, and to some extent learning skills, is often notable (Wilson-Strydom, 2015). According to Schoeman (2018), there are still deep-rooted variances and inequalities experienced in CAPS and that its structures of education does not prepare learners beyond within the context in which individuals act and the structure that underlie that specific context (Biesta, 2011). Hence, within the context of South Africa's unequal education system, not all learners are adequately prepared for tertiary education, because there is inconsistency between the skills and knowledge learners gain in high school versus the skills and knowledge required by higher education institution (dos Reis et al., 2019). Consequently, Selective Learning would fill that gap and prepare learners as early as from Grade 10 at high school level, and thereafter, there would be continuous learning at universities. Hence, Selective Learning schools such as STEM schools, bridge the transitional gap found between higher education and high schools, by producing well-prepared learners to continue with learning according to their learning interests and strengths (Erdogan & Stuessy, 2015).

5.2.3.3 Degree choices

The research findings have also revealed that Selective Learning plays a role in learners' readiness to universities, preparing learners for making better degree choices, by allowing flexibility for each learner. Hence, for those who choose Mathematics, for instance, in school would then know which field of study they would follow when they get to university. Thus, there would not be any confusion with degree choices. Consequently, the findings postulated that Selective Learning would also create further interest in learners' fields of study. Hence, most learners just study any degree without any interest, so there would be better decision-making in learners choosing their field of study. Some learners face challenges when they arrived at a new teaching and learning environment such as the university, since they are clueless about what to study and only know few career fields, due to CAPS. Thus, if Selective Learning is in place learners would be more familiar with different fields of studies according

to their learning interests. Learners would not struggle making degree choices. This is consistent with findings from related literature as Kazi and Akhlaq (2017) observe that degree/career choice is a difficult process of decision-making among individuals, and a great challenge in any students' life across the world, involving interplay of numerous factors, which are intricately intertwined. Moreover, schools remain as role players in providing accurate guidance to learners to continue with education, with different curriculum options, hidden curriculum and as well as the school culture playing a huge role in directing learners' decisions regarding their degree/career choices. Hence, to be able to make appropriate degree/career choices, learners must be armed with better information and proper guidance (Nyamwange, 2016). Therefore, interest and choice are a result of decision-making processes as emphasised by the theory of planned behaviour, motivation being the reflector (Mishkin et al., 2016). It is evident that most South African schools have challenges, leaving many learners on their own with limited resources in planning their future careers, without an empirically supported career education system, without sufficient and comprehensive assistance for subject or career choices (Miles & Naidoo, 2017). Thus, Selective Learning as supported by notion of MI-based curriculum would expose learners to in-depth social culture and norms of a specific curriculum according to their degree choices, thus it will guide learners in making right and comfortable degree choices (Uluslararasi, 2016); Delgoshaei & Delavari, 2012).

5.2.3.4 Workload

Moreover, research findings have also revealed that learners would be prepared for university workload because of Selective Learning, which would give them the ability to handle and adapt to the workload at first year level. Hence, learners would be just continuing with what they are interested in, and what they excel in. As a result, learners would easily get used to university workload, and assessments from the foundation received from high school. This is consistent with findings from related literature as Maundeni et al. (2010) observe that first year students in universities were finding it difficult to adapt to their new roles, lack of academic adjustment. Hence, many learners end up dropping out in their first year (30%) due to poor adjustment in South African universities (Nel, et al., 2016). According to Govender et al. (2015), it is a new challenge for some students when entering tertiary education and the transition from high school to university often bring new academic stressors, such uncontrollable workloads, and high academic expectations. For instance, Kizito et al. (2015) stipulated that student's performance in university is affected by variables such as prior academic knowledge, workload,

students' approaches to learning, assessment etc. Thus, workload appeared as the factor having the greatest impact on student's performance (Kizito, et al., 2015). Therefore, prior knowledge such as Selective Learning can fill that gap and help learners to be ready for university' workload.

5.3 Recommendations

Selective Learning is a comprehensive concept with a huge impact on the education system in South Africa. Therefore, its implementation would be determined by the context within which it emerges. Such potential research areas have emerged from the study and are thus outlined in this section. Firstly, the researcher is of the view that the use of Selective Learning would enhance the effective learning interest of Grade 10 learners in schools by promoting an awareness of the significance of Selective Learning and its contribution to the cognitive development of learners, by enhancing effective learning interest, and creating a tolerable learning environment. Hence, not all learners are able to learn under a standardised curriculum, so Selective Learning would improve teachers' teaching skills which would all contribute to academic excellence among learners. Therefore, the researcher recommends that the Department of Education should consider the use of Selective Learning in schools to enhance effective learning, by assessing the academic results of the current curriculum and engage with teachers on some of the challenges they face with learners when it comes to learning. Teachers are the forefront stakeholders dealing with learners and they know their different academic needs and strengths, and they can be great contributors in any curriculum development. Thus, the study is vital in addressing some of the challenging aspects of South Africa's education system. The study is important, not only in addressing some of the challenges faced by learners and teachers due to the structure of our education, but it contributes to the ongoing debate on what constitutes an ideal, well improved curriculum. An ideal curriculum must meet the needs of learners especially their learning interest.

The second recommendation is that there is deep-seated need to understand some of the challenges that teachers encounter by using the Selective Learning to enhance effective learning interest among Grade 10 learners in schools in the Motheo Education District. This study would bring about another awareness of some of the implications which usually take place when a new curriculum is introduced. It outlines how curriculum implementation at times

turns to fail if it is not implemented in the right manner, which leaves learners and teachers in uncomfortable teaching and learning conditions. The study may help to provide a framework that can be used in the development of a curriculum, by ensuring that a curriculum fills the gaps between high school and university. Thus, the study recommends that there must be constant productive relationship between high school and university curriculum developers to bridge the transitional gaps found between high school education and higher education. By developing a flexible curriculum that plays a role in learners' readiness to universities or to the work environment. Overall, this study of the use Selective Learning could help benefit learners by enabling them to learn effectively and the associated enhancement of the teachers' teaching skills.

The following recommendations for further research have been provided below:

- This study was conducted in the Motheo Education District in Free State Province, at both urban and rural based schools, with teachers being the main target participants. This study recommends that it would be of great advantage to conduct the same study across the country through the means of quantitative research methodology. The study would yield significant more results by selecting few schools in each province to capture the statistics on the number of teachers concerned about the CAPS curriculum being inflexible to accommodate all learners' learning interests.

- This study found that Selective Learning plays a role in learners' readiness for work environment. Thus, this study recommends that further research must be conducted on how high school education plays a role in learners' readiness for work environment. This would be of great contribution to literature because some learners cannot afford higher education, and some do not end up furthering their studies at higher education institutions.

5.4 Reflections on the study

It is the view of the researcher that the use of Selective Learning enhances the effective learning interest among Grade 10 learners in schools in Motheo Education District. Thus, the study would bring positive value in the understanding the importance of a curriculum and the value of educational psychology knowledge in the construction of a curriculum, as this study best fits within the Psychology of Education field, because it understands that a specific curriculum can

have an impact on the learners' learning and cognitive ability (Eloff & Swart 2018). Finding a curriculum which is internationally compatible and finding a curriculum which considers the different learners' and teachers' encounters daily, acknowledging each learner's unique characteristics of learning interests and abilities, is one of the significant contributions of this study. It is known that learners find the current educational curriculum, CAPS outdated, and not being flexible enough to accommodate all learning interests. As a result, Selective Learning plays a critical role in improving the current curriculum in many aspects, since CAPS's existence in 2012.

This study has revealed that a mere curriculum design can have a great impact on the entire cycle of the processes of teaching and learning. Lack of support within the curriculum can results in poor teaching skills, including lack of training, concerning the implementation of a curricula. Moreover, lack of embedded support within the curriculum can also drive some learner to dropout or rather limit the achievement of his/her academic excellence, because their learning interest is not stimulated. Thus, learners are not satisfied, and not finding learning to be tolerable. Lack of adequate support hinders learners from being prepared for the world beyond high school, for making satisfactory career/degree choices (Ahmed et al., 2017). This study acknowledged the relevance of having the concept of Selective Learning in the school curriculum, which values the diversity found in learners in South African schools. By celebrating those differences, learners flourish and their effective learning interest easily get enhanced.

5.5 Limitations of the study

A limitation of the study could possibly be that it was a broad study with complex limited data. Limitations of the study included limited timeframe to collect the data. As a result, one could not go back into the field and gather more data as always encouraged by grounded theory of qualitative research methodology. To minimise the effects of these limitations and to maintain credibility, the researcher had to ensure that communication was sent out to all participants on time. The researcher used initial coding and categorisation of data as part of data analysis by ensuring that the data to be collected is known when going into the field (Korstjens & Moser, 2018). In addition, the researcher asked the right questions which were compiled prior to the interview sessions with participants. Further, the semi-structured interviews consisted of open-ended questions which aligned with the study' objectives to support the study. Furthermore,

the literature relating to the notion of this study was mostly based on younger learners and higher education students, with limited literature on teenagers (Grade 10 to 12 learners), thus making it difficult for the researcher. Hence, the researcher used Multiple Intelligence (MI) framework, theory triangulation, to maintain validity of the study (Graue, 2015; Korstjens & Moser, 2018). Finally, the limitation of this study was getting the participants to open and give in-depth information about their experiences regarding the teaching and learning processes around the curriculum. Thus, to maintain credibility, the researcher allowed participants to express themselves in their preferred language of communication/expression, such as SeSotho. As a result, the researcher found that participants were able to open and share so much rich significant data in their preferred language of communication/expression (Forero et al., 2018).

5.6 Conclusion

The current study has explored how Selective Learning can enhance effective learning interest among Grade 10 learners in schools in Motheo Education District, Free State Province. Evidence found for this study revealed how Selective Learning plays a significant role in learners and teachers' teaching and learning experiences. Furthermore, this study has revealed that Selective Learning enhances effective learning interest by creating a tolerable learning environment, enhancing cognitive skills, engaging teaching, and learning and academic excellence. The study has also revealed that Selective Learning improves the current curriculum by improving the learning environment, subject groupings, teaching skills such as assessment, and academic excellence in selected high schools in the Motheo Education District, in the Free State Province. The present research has established that challenges would occur when implementing Selective Learning in schools. Hence, these challenges involve the concern of adaptation, confusion, teachers' training, and resources. Moreover, the study also established that Selective Learning would play a role in preparing learners for university education. The recommendations, reflections and limitations have finally concluded this research.

References

Abdel-Fattah, M.A. 2015. Grounded theory and action research as pillars for interpretive information systems research: A comparative study. *Egyptian Informatics Journal,* 16 (3):309-327.

Abdi, A.W. 2020. Visual-Spatial and Intrapersonal Intelligence: Identification Its Role in The Learning Outcomes of Students in Islamic Schools. *International Journal Pedagogy of Social Studies,* 5 (1):112-121.

Agherdien, N. 2014. *Investigating student readiness for tertiary education*. PhD Thesis, Nelson Mandela Metropolitan University.

Ahmed, A. and Ahmed, N. 2017. Comparative Analysis of Rote Learning on High and Low Achievers in Graduate and Undergraduate Programs. *Journal of Education and Educational Development, 4* (1):111-129.

Ahmed, K.A., Sharif, N. and Ahmad, N. 2017. Factors influencing students' career choices: empirical evidence from business students. *Journal of Southeast Asian Research,* 2017 (2017):1-15.

Ahvan, Y.R. and Pour, H.Z. 2016. The correlation of multiple intelligences for the achievements of secondary students. *Educational Research and Reviews, 11* (4):141-145.

Aicher, L. 2014. *The state of music education in Austrian elementary schools as perceived by elementary classroom teachers*. PhD Thesis, North-western University, USA.

Alaee, M., 2015. Investigating the Relationship between Multiple Intelligences and Professional Identity of Iranian EFL Teachers. Journal of Pan-Pacific association of applied linguistics, 19 (2):1-21.

Aleksic, V. and Ivanovic, M. 2016. Psychometric evaluation of the reliability of IPVIS-OS multiple intelligences assessment instrument for early adolescents. *Journal of Educational Sciences and Psychology,* 6 (1): 21-34.

Alharahsheh, H. and Pius, A. 2020. A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences, 2* (3): 39-43.

Alhojailan, M.I. 2012. Thematic analysis: A critical review of its process and evaluation. *West East Journal of Social Sciences,* 1 (1):39-47.

All Answers Ltd. November 2018. Factors Which Make Implementation of the New Curriculum a Challenge.

Ali, Y.H., Wright, N., Charnock, D., Henshaw, H. and Hoare, D. 2020. Applications of qualitative grounded theory methodology to investigate hearing loss: protocol for a qualitative systematic review. *BMJ open*, 10 (4): 1-7.

Alsubaie, M.A. 2016. Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice,* 7 (9):106-107.

Ames, H., Glenton, C. and Lewin, S. 2019. Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC medical research methodology*, 19 (1):1-9.

Amin, J.N. 2016. Redefining the role of teachers in the digital era. *The International Journal of Indian Psychology*, 3(3): 40-45.

Amjah, D.Y.P.H. 2014. A study of teachers' strategies to develop students' interest towards learning English as a second language. *Procedia-Social and Behavioral Sciences*, 13(4):188-192.

Anandarasu, R. and Vaiyadurai, A.2018. Multiple intelligence profile of secondary school students in relation to their academic performance. *International Journal of Pedagogical Studies,* 6 (1):1-16.

Arikpo, O.U. and Domike, G. 2015. Pupils Learning Preferences and Interest Development in Learning. *Journal of Education and Practice*, *6* (21):31-38.

Asiamah, N., Mensah, H.K. and Oteng-Abayie, E.F. 2017. General, target, and accessible population: Demystifying the concepts for effective sampling. *The Qualitative Report*, 22 (6):1607.

Atela, R.J. 2019. Relationship Between Types of Intelligence and Career Choice Among Undergraduate Students of Maseno University, Kenya.

Ay, K.M., Mansi, K.M., Al-Taieb, M.H.A., Ermeley, Z.M., Bayyat, M.M. and Aburjai, T. 2018. Bodily-kinesthetic intelligence in relation to swimming performance skills according to

gender and swimming course level among physical education students. *Sports Medicine Journal/Medicina Sportivâ, 14* (2): 3037-3044.

Ayua, G.A. 2017, September. Effective teaching strategies. *In Workshop Paper*. Benue State University, Makurdi, 1-9.

Azid, N.H., Yaacob, A. and Shaik-Abdullah, S. 2016. The multiple intelligence-based enrichment module on the development of human potential: examining its impact and the views of teachers. *Malaysian Journal of Learning and Instruction,* 13(2):175-200.

Babbie, E. 2016. *The practice of social research (14th Ed).* Wadsworth Cengage Learning in Belmont: CA.

Babbie, E. 2017. *The Basic of Social Research (7th Ed).* Wadsworth Cengage Learning in Belmont: CA.

Baillie, L. 2015. Promoting and evaluating scientific rigour in qualitative research. *Nursing Standard,* 29 (46): 36.

Baladehi, A.S. and Shirazi, A. 2016. Study of the appropriate and inappropriate methods of visual arts education in the primary schools according to the types of multiple intelligences. *Journal of History Culture and Art Research, 5*(4): 501-513.

Batdı, V., 2017. The effect of multiple intelligences on academic achievement: A meta analytic and thematic study. *Educational Sciences: Theory & Practice, 17*(6):2057–2092.

Barron, A.B., Hebets, E.A., Cleland, T.A., Fitzpatrick, C.L., Hauber, M.E. and Stevens, J.R. 2015. Embracing multiple definitions of learning. *Trends in neurosciences,* 38 (7):405-407.

Bautista, A., Toh, G.Z. and Wong, J. 2018. Primary school music teachers' professional development motivations, needs, and preferences: Does specialization make a difference? *Musicae Scientiae, 22* (2):196-223.

Bayram, L., Keskin, Y. and Özge, D. 2020. Examining the Multiple Intelligence Types Based on Academic Success, Age, Gender and Job Experience of Physical Education Teachers in State Schools in Turkey. *Asian Journal of Education and Training,* 6 (1): 35-40.

Belgrave L.L., Seide K. 2019. Grounded Theory Methodology: Principles and Practices. In: Liamputtong P. (Eds) *Handbook of Research Methods in Health Social Sciences*. Singapore: Springer.

Berk, L.E. 2013. *Child Development (9th Edition).* Cape Town: Pearson.

Biesta, G. J. J. 2011. *Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship.* Rotterdam: Sense.

Birks, M. and Mills, J. 2015. *Grounded theory: A practical guide*. London, UK: Sage Publications.

Birks, M., Chapman, Y. and Francis, K. 2008. Memoing in qualitative research: Probing data and processes. *Journal of research in nursing,* 13 (1):68-75.

Blue, T. 2014. A Theory of Multiple Intelligences: Working with the Adolescent Brain/Voice. *Choral journal, 55* (9):57-62.

Brobst, J., Markworth, K., Tasker, T. and Ohana, C. 2017. Comparing the preparedness, content knowledge, and instructional quality of elementary science specialists and self-contained teachers. *Journal of Research in Science Teaching,* 54 (10):1302-1321.

Brobst, J.A. and Markworth, K.A. 2019. Elementary content specialization: Perspectives on perils and promise. *School Science and Mathematics,* 119 (7):369-381.

Brosseau-Liard, P., Penney, D. and Poulin-Dubois, D., 2015. Theory of mind selectively predicts pre-schoolers' knowledge-based selective word learning. *British Journal of Developmental Psychology,* 33 (4):464-475.

Bytheway, J. 2018. Using Grounded Theory to Explore Learners' Perspectives of Workplace Learning. *International Journal of Work-Integrated Learning*, 19 (3):249-259.

Charmaz, K. and Thornberg, R. 2020. The pursuit of quality in grounded theory. *Qualitative Research in Psychology*, 1-23.

Charmaz, K. 2006. *Constructing grounded theory: A practical guide through qualitative research.* London: Sage.

Charmaz, K. & Henwood, K. 2017. Grounded theory methods for qualitative psychology. *In the Sage Handbook of qualitative research in psychology*. London: Sage Publications: 238-256.

Charmaz, K. 2017. The power of constructivist grounded theory for critical inquiry. *Qualitative inquiry,* 23 (1) 34-45.

Chun Tie, Y., Birks, M. and Francis, K. 2019. Grounded theory research: A design framework for novice researchers. *Sage open medicine,* 7, 1-8.

Cohen, L., Manion, L. and Morrison, K. 2011. *Research methods in education (7th Edition).* London: Routledge, Oxon.

Corbett, F.C. 2021. *Emergence of the connectivist leadership paradigm: a grounded theory study in the Asia region.* PhD Thesis, Pepperdine University.

Coroiu, P.M. 2018. The theory of multiple intelligences. Bulletin of the Transilvania University of Braşov, Series VIII: *Performing Arts,* 11 (1):25-30.

Davies, S., Lorello, G.R., Downey, K. and Friedman, Z. 2017. Effective learning environments–the process of creating and maintaining an online continuing education tool. *Advances in medical education and practice,* 8, 447–452.

Delgoshaei, Y., and Delavari, N. 2012. Applying multiple-intelligence approach to education and analysing its impact on cognitive development of pre-school children. *Procedia- Social and Behavioural Sciences,* 32, 361-366.

Dlova, N. 2019. *Examining the challenges experienced by teachers with the implementation of the Curriculum and Assessment Policy Statement (CAPS) in Grade 10 Physical Sciences in an education district in the Eastern Cape Province*. Masters Dissertation, University of the Western Cape.

Dolati, Z. and Tahriri, A. 2017. EFL teachers' multiple intelligences and their classroom practice. University of Guilan, Rasht, Iran. *SAGE Open,* 7 (3):1-12.

dos Reis, K., Venter, A. and McGhie, V. 2019. Are high school teachers and university academics on the same page? A case of the university readiness of business education learners at two schools and two universities. *Journal of Education University of KwaZulu-Natal,* (76):166-184.

Du Plessis, P. and Mestry, R. 2019. Teachers for rural schools-a challenge for South Africa. *South African Journal of Education,* 39 (1): S1–S9.

Ebadi, S. and Beigzadeh, M. 2016. Investigating the Representation of Multiple Intelligences Theory in TPSOL Textbooks. *Journal on English Language Teaching*, 6 (2):18-28.

Eisenhart, M., Weis, L., Allen, C.D., Cipollone, K., Stich, A. and Dominguez, R. 2015. High school opportunities for STEM: Comparing inclusive STEM-focused and comprehensive high schools in two US cities. *Journal of Research in Science Teaching*, 52 (6):763-789.

El Hussein, M., Hirst, S., Salyers, V. and Osuji, J. 2014. Using grounded theory as a method of inquiry: Advantages and disadvantages. Calgary, Alberta, Canada. *Qualitative Report*, 19 (13):1-15.

El-Deghaidy, H. and Mansour, N. 2015. Science teachers' perceptions of STEM education: Possibilities and challenges. *International Journal of Learning and Teaching*, 1 (1):51-54.

Eloff, I., and Swart, E. (Eds) 2018. Understanding Educational Psychology. Cape Town, Juta Legal and Academic Publishers.

Erdogan, N. and Stuessy, C.L. 2015. Modelling successful STEM high schools in the United States: An ecology framework. *International Journal of Education in Mathematics, Science and Technology*, 3 (1):77-92.

Ersoy, M. 2019. Information for Knowledge: A Case Study on Education Faculty Students' Internet-based Selective Learning Habits. Turkish Online Journal of Qualitative Inquiry, 10 (1):90-111.

Etikan, I., Musa, S.A. and Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5 (1):1-4.

Fajarwati, D., Raharjo, T.J. and Samsudi, S. 2016. The Implementation of Multiple Intelligence-Based School Management. *The Journal of Educational Development*, 4 (1):31-36.

Fardad, Z., Koosha, M. and Shafiee, S. 2015. Relationship between EFL Learners' Multiple Intelligence Scores, Gender, and Their Vocabulary Knowledge. Research Journal *of Recent Sciences*, 22 (77):2502.

Forero, R., Nahidi, S., De Costa, J., Mohsin, M., Fitzgerald, G., Gibson, N., McCarthy, S. and Aboagye-Sarfo, P. 2018. Application of four-dimension criteria to assess rigour of qualitative research in emergency medicine. *BMC health services research*, 18 (1):1-11.

Free State Department of Education. EMIS School Portal. Available at: http://www.fsdoe.fs.gov.za/EMISPortal/Default.aspx

Fryer Jr, R.G. 2018. The pupil factory: Specialization and the production of human capital in schools. *American Economic Review,* 108 (3):616-56.

Gamede, N.W. 2017. *Human capital development in South Africa: perspectives on education in the post-apartheid era*. Masters Dissertation, University of South Africa.

Gamarli, S.X. and Abdullayeva, N.X. 2017. Effectiveness of curriculum development in teaching process. *Web of Scholar*, 2 (9):8-10.

Gamze, D.O.L.U. and Handan, U.R.E.K., 2014. A Study Related to the Investigation of Multiple Intelligence Profiles of Gifted and Talented Children across Turkey. *Journal for the Education of the Young Scientist,* 2 (2):58-66.

Ghamrawi, N. 2014. Multiple intelligences and ESL teaching and learning: An investigation in KG II classrooms in one private school in Beirut. *Lebanon. Journal of Advanced Academics,* 25 (1):25-46.

Goulart, P. and Bedi, A.S. 2011. The impact of interest in school on educational success. *In Portugal. IZA Discussion Papers,* No. 5462, Institute for the Study of Labor (IZA), Bonn.

Govender, P., Mkhabela, S., Hlongwane, M., Jalim, K. and Jetha, C. 2015. OT student's experiences of stress and coping. *South African Journal of Occupational Therapy*, 45 (3):34-39.

Graue, C. 2015. Qualitative data analysis. *International Journal of Sales, Retailing and Marketing*, 4(9):5-14.

Green, L. and Condy, J. 2016. Philosophical enquiry as a pedagogical tool to implement the CAPS curriculum: Final year pre-service teachers' perceptions. *South African Journal of Education*, 36 (1):1-8.

Grussendorff, S., Booyse, C. and Burroughs, E., 2014. What's in the CAPS package. A comparative study of the National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS): FET Phase: 1-86.

Gumede, V. and Biyase, M. 2016. Educational reforms and curriculum transformation in post-apartheid South Africa. *Environmental economics*, 7 (2): 69-76.

Guetterman, T., 2015. Descriptions of Sampling Practices Within Five Approaches to Qualitative Research in Education and the Health Sciences. Educational Psychology Papers and Publications, 16 (2) Art, 25.

Gunanjar, D., Saminan, S. and Munzir, S. 2018. Student's Understanding of Graphs based on Interpersonal and Logical Mathematical Intelligence in Class XI MAN 1 Banda Aceh. *Proceedings of AICS-Social Sciences*, 8,140-148.

Hajebi, M. Taheri, S. and Noshadi, M. 2018. The relationship between interpersonal intelligence, reading activity and vocabulary learning among Iranian EFL learners. *International Journal of English Language & Translation Studies*, 6 (1):48-56.

Hajhashemi, K., Caltabiano, N., Anderson, N. and Tabibzadeh, S.A. 2018. Multiple intelligences, motivations and learning experience regarding video-assisted subjects in a rural university. *International Journal of Instruction*, 11, 167-182.

Hanafin, J. 2014. Multiple intelligences theory, action research, and teacher professional development: The Irish MI project. *Australian Journal of Teacher Education*, 39(4): 126-141.

Harackiewicz, J.M., Smith, J.L. and Priniski, S.J. 2016. Interest matters: The importance of promoting interest in education. *Policy insights from the behavioural and brain sciences*, 3 (2):220-227.

Hartika, D., Diana, S. and Wulan, A.R. 2019, July. Relationship between naturalist intelligence with environmental attitude. *In AIP Conference Proceedings*, 2120 (1):(060017), AIP Publishing LLC, 1-5.

Hartnack, A. 2017. *Background document and review of key South African and international literature on school dropout.* Cape Town, 1-26.

Hodgson, T.F. and Khumalo, S. 2016. Too Many Children Left Behind exclusion in the South African inclusive education system with a focus on the uMkhanyakude District, KwaZulu-Natal. South Africa: *Ministry of Health Report*, 1-104.

Holt, N.L. 2016. Doing grounded theory in sport and exercise. *Routledge Handbook of Qualitative Research in Sport and Exercise.* Abingdon: Routledge, pp.24-36.

Hussein, F., Stephens, J. and Tiwari, R. 2020. Grounded Theory as an Approach for Exploring the Effect of Cultural Memory on Psychosocial Well-Being in Historic Urban Landscapes. *Social Sciences*, 9 (12):219.

Huxham, M., Campbell, F. and Westwood, J. 2012. Oral versus written assessments: A test of student performance and attitudes. *Assessment and Evaluation in Higher Education*, 37 (1):125-136.

Ibem, E.O., Owoseni, A.O. and Alagbe, O.A. 2017. *A study of students' perception of the learning environment: case study of department of architecture.* Covenant University Ota Ogun state.

Islami, M.D., Sunardi, S. and Slamin, S. 2018. The mathematical connections process of junior high school students with high and low logical mathematical intelligence in solving geometry problems. *International Journal of Advanced Engineering Research and Science*, 5 (4): 10-18.

Jaddou, A. and Abdullah, E. 2018. Existential Intelligence among Graduate Students at the World Islamic Sciences University in Jordan. *Educational Research and Reviews*, 13 (13):534-542.

Jayaseely, M., 2020. Exploring the impact of multiple intelligence on interest among high school students. *Journal of critical reviews*, 7 (4):837-839.

Johnston, C.B., Herzog, T.K., Hill-Chapman, C.R., Siney, C. and Fergusson, A. 2019. Creating positive learning environments in early childhood using teacher-generated prosocial lessons. *Journal of Educational Research and Practice*, 9 (1):10.

Joneja, R. 2016. Study of Multiple Intelligence Model of Howard Gardner in Higher Education. *Aweshkar*, XXI (2): 13-19.

Kallio, H., Pietilä, A.M., Johnson, M. and Kangasniemi, M. 2016. Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of advanced nursing*, 72 (12):2954-2965.

Kandeel, R.A., 2016. Multiple Intelligences Patterns of Students at King Saud University and Its Relationship with Mathematics' Achievement. Journal of Education and Learning, 5 (3):94-106.

Kanjee, A. and Mthembu, J. 2015. Assessment literacy of foundation phase teachers: An exploratory study. *South African Journal of Childhood Education*, 5 (1):142-168.

Karakashian, A.L. and Schub, T. 2018. *Grounded Theory: evidence-based care sheet. Cinahl Information Systems.* Wilson Terrace: Glendale.

Kasture, P. B. 2016. Grounded theory designs a new approach of qualitative research. Journal for Interdisciplinary Studies, 4 (26):2725-2729.

Kazi, A.S. and Akhlaq, A. 2017. Factors Affecting Students' Career Choice. *Journal of Research & Reflections in Education*, 11 (2):187-196.

Khan, S.N. 2014. Qualitative research method: Grounded theory. *International Journal of Business and Management* 9 (11):224-233.

Khuzwayo, H.B. and Mncube, D.W. 2017. Progressive mathematics teaching in South Africa: a focus on curriculum reform from Outcomes-Based Education (OBE) to the Curriculum and Assessment Policy Statement (CAPS). *Gender and Behaviour*, 15 (4):10363-10375.

Kizito, R., Munyakazi, J. and Basuayi, C. 2016. Factors affecting student success in a first year mathematics course: A South African experience. *International Journal of Mathematical Education in Science and Technology,* 47 (1):100-119.

Korstjens, I. and Moser, A., 2018. Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24 (1):120-124.

Kpolovie, P.J., Joe, A.I. and Okoto, T. 2014. Academic achievement prediction: Role of interest in learning and attitude towards school. *International Journal of Humanities Social Sciences and Education*, 1 (11): 73-100.

Kruger, L.J., Rodgers, R.F., Long, S.J. and Lowy, A.S. 2019. Individual interviews or focus groups? Interview format and women's self-disclosure. *International Journal of Social Research Methodology*, 22 (3):245-255.

Kumar, R. 2014. *Research Methodology: A Step-by-Step Guide for Beginners.* London: Sage.

Kurniati, D., Sunardi, T.D., Sugiarti, T. and Alfarisi, M.A. 2018. Thinking Process of Visual Spatial Intelligence of 15-year-old Students in Solving PISA Standard Problems. *Turkish Online Journal of Education Technology,* 12 (2):686-694.

Lee, Y.J., Chao, C.H. and Chen, C.Y. 2011. The influences of interest in learning and learning hours on learning outcomes of vocational college students in Taiwan: using a teacher's instructional attitude as the moderator. *Global Journal of engineering education*, 13 (3):140-153.

Leshkovska, E.A. and Spaseva, S.M. 2016. John Dewey's educational theory and educational implications of Howard Gardner's multiple intelligences theory. *International Journal of Cognitive Research in Science, Engineering and Education*, 4 (2):57.

Macha, W. 2017. Webinar on Education in South Africa. World Education Services. Available at: https://wenr.wes.org/2017/05/education-south-africa

Maddock, L. and Maroun, W. 2018. Exploring the present state of South African education: Challenges and recommendations. *South African Journal of Higher Education*, 32 (2):192-214.

Maharajh, L.R., Nkosi, T. and Mkhize, M.C. 2016. Teachers' experiences of the implementation of the Curriculum and Assessment Policy Statement (CAPS) in three primary schools in KwaZulu Natal. *Africa's Public Service Delivery & Performance Review*, 4 (3):371-388.

Mahayukti, G.A., Dantes, N., Candiasa, I.M. and Marhaeni, A.A.I.N. 2018. The effectiveness of using portfolio assessment in lecture by controlling mathematical logical intelligence. *EDP Sciences Web of Conferences*, 42 (00081):1-6.

Maheswari, D. 2017. A Study on Relationship between Teaching Competency and Multiple Intelligence of Training College Teachers. *International Education and Research Journal, 3* (2):1-2.

Malterud, K., Siersma, V.D. and Guassora, A.D. 2016. Sample size in qualitative interview studies: guided by information power. *Qualitative health research*, 26 (13):1753-1760.

Maree, K. 2016. In Creswell, J.W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N.V., Nieuwenhuis, J., Pietersen, J. and Plano Clark, V.L. First steps in research (2nd ed). RSA, Pretoria: Van Schaik Publishers.

Matsepe, D., Maluleke, M. and Cross, M. 2019. Re-imagining teacher's experience with overcrowded classrooms in the public secondary schools in South Africa. *Journal of Gender, Information and Development in Africa*, 8 (2):81-93.

Maundeni, T., Malinga, T., Kgwatalala, D. and Kasule, I. 2010. Cultural adjustment of international students at an African university. *Journal of Psychology in Africa*, 20 (1):79-84.

Mbatha, M.G. 2016. *Teachers' experiences of implementing the curriculum and assessment policy statement (CAPS) in Grade 10 in selected schools at Ndwedwe in Durban* PhD Thesis, University of KwaZulu Natal.

Means, B., Wang, H., Young, V., Peters, V.L. and Lynch, S.J. 2016. STEM-focused high schools as a strategy for enhancing readiness for postsecondary STEM programs. *Journal of Research in Science Teaching*, 53 (5): 709-736.

Mengesha, Y.T. 2015. Implications of multiple intelligence theory and integrated skills language teaching for textbook development. PhD Thesis, University of South Africa.

Miles, J. and Naidoo, A.V. 2017. The impact of a career intervention programme on South African Grade 11 learners' career decision-making self-efficacy. *South African Journal of Psychology*, 47 (2):209-221.

Miric, H., 2018. *Selective Learning in Adult Traumatic Brain injury*. PhD Thesis, The University of Texas.

Mishkin, H., Wangrowicz, N., Dori, D. and Dori, Y.J. 2016. Career choice of undergraduate engineering students. *Procedia-Social and Behavioral Sciences*, 228, 222-228.

Miyawaki, K. 2012. Selective learning enabled by intention to learn in sequence learning. Psychological research. Springer-Verlag. *American Psychosocial Association*, 76 (1):84-96.

Mkwananzi, S. and De Wet, N. 2014. School dropout among African adolescents in South Africa: Is there any gender differential. *Gender & Behaviour*, 12 (4):1-23.

Morosanova, V.I., Fomina, T. and Bondarenko, I.N. 2015. Academic achievement: Intelligence, regulatory, and cognitive predictors. *Psychology in Russia*, 8 (3):136.

Mtawa, N.N. 2014. *Understanding the linkages between community engagement and teaching and research: the case of Sokoine University of agriculture in Tanzania.* Masters Dissertation, University of the Western Cape.

Musitha, M.E. and Mafukata, M.A. 2018. Crisis of decolonising education: Curriculum implementation in Limpopo Province of South Africa. *Africa's Public Service Delivery and Performance Review,* 6 (1):1-8.

National Education Policy Act 2019. School calendar for public schools.

Nel, K., Govender, S. and Tom, R. 2016. The social and academic adjustment experiences of first-year students at a historically disadvantaged peri-urban university in South Africa. *Journal of Psychology in Africa,* 26 (4):384-389.

Nevenglosky, E. 2018. *Barriers to effective curriculum implementation*. PhD Thesis, Walden University, Minneapolis, Minnesota, USA.

Newcomer, K.E., Hatry, H.P. and Wholey, J.S. 2015. Chapter Nineteen: Conducting semi structured interviews. *Handbook of practical program evaluation*. ProQuest> Available from: ProQuest books [4 March 2021]

Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J., 2017. Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of qualitative methods,* 16(1):16094069-17733847.

Nyamwange, J. 2016. Influence of Student's Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County, Kenya. *Journal of Education and Practice,* 7 (4):96-102.

Pandey, N., 2018. Barriers to Effective Curriculum Implementation. *Techno Learn,* 8 (2):65-69.

Pangestika, D.S. and Prasetyo, Z.K. 2018. Practical Guide Based on Learning Cycle 5E to Enhance Students' Cognitive Learning Outcomes. Biosaintifika: *Journal of Biology & Biology Education,* 10 (3):491-499.

Parkay, F.W., Anctil, E.J. and Hass, G., 2014. *Curriculum leadership: Readings for developing quality educational programs (10th Ed).* USA: Pearson.

Pieterse, H.J., 2010. Grounded theory approach in sermon analysis of sermons on poverty and directed at the poor as listeners. Acta Theologica, 30 (2):113-129.

Prameswari, S.J. and Budiyanto, C. 2017. The development of the effective learning environment by creating an effective teaching in the classroom. *Indonesian Journal of Informatics Education*, 1 (1): 79-86.

Prayekti, 2018. The Influence of Cognitive Learning Style and Learning Independence on the Students' Learning Outcomes. *Higher Education Studies*, 8 (2):37-46.

Pulla, V. 2016. An introduction to the grounded theory approach in social research. *International Journal of Social Work and Human Services Practice Horizon Research*, 4 (4):75-81.

Rahayu, R. and Amri, Z. 2016. Using Verbal Linguistics Intelligence Activity—Story Telling To Teach Narrative Text For Improving Speaking Ability Of Grade 8 Junior High School Students. *Journal of English Language Teaching*, 5 (1):320-325.

Ramatlapana, K. and Makonye, J.P. 2012. From too much freedom to too much restriction: The case of teacher autonomy from National Curriculum Statement (NCS) to Curriculum and Assessment Statement (CAPS). *Africa Education Review*, 9(1): S7-S25.

Reddy, L.S. and Ramasamy, D., 2016. A Study on Sampling Technique to Analyse the Matrix Organization in IT Outsourcing Industry. A Study on Sampling Technique to Analyse the Matrix Organization in IT Outsourcing Industry. Available at: https://ssrn.com/abstract=3287730.

Reinhard, J., 2015. Howard Gardner's Multiple Intelligences: A Minority View: Musical Intelligence. *Music Scholarship/Problemy Muzykal'noj Nauki*, 4, 38-42.

Renninger, K.A. and Hidi, S.E. (2019). Interest Development and Learning. *The Cambridge Handbook of Motivation and Learning*, 265–290.

Robinson, O.C., (2014) Sampling in Interview-Based Qualitative Research: A Theoretical and Practical Guide, Qualitative Research in Psychology, 11 (1):25-41.

Saidi, M. 2020. Interpersonal and Intrapersonal Intelligences: Are they related to EFL Teachers' Self-efficacy Beliefs? AJELP: *Asian Journal of English Language and Pedagogy*, 8 (1):53-61.

Sari, R., Maasawet, E.T. and Masruhim, M.A. 2019. Development of existential intelligence biological learning devices on creative thinking skills of class XI students of Samarinda 6 state school. *In Educational Sciences International Conference (ESIC 2018).* Atlantis Press, 106-113.

Schnarr, K. 2016. *Differentiated Learning and Bodily-Kinesthetic Intelligence: Connecting Theory and Instruction to Encourage Movement in the Elementary Classroom.* Masters Dissertation, Ontario Institute for Studies in Education of the University of Toronto.

Schoeman, R., 2018. *The role of CAPS in preparing school learners for responsible leadership: An exploration of learner experiences at three high schools in the Western Cape.* Doctoral dissertation, Stellenbosch: Stellenbosch University.

Schramm, G.E., Narayanan, P.P., Chutka, D.S. and Nicholson, W.T. 2017. Implementation of an interprofessional clinical pharmacology selective learning experience for pharmacy residents and medical students. American Journal of Health-System Pharmacy, 74 (6):397-401.

Schwartzstein, J. 2014. Selective attention and learning. *Journal of the European Economic Association,* 12 (6):1423-1452.

Sener, S. and Çokçaliskan, A. 2018. An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies,* 6 (2):125-132.

Sengul, M., 2015. The Relationship between Writing Dispositions and Intelligence Domains of Gifted Students. International Journal of Higher Education, 4 (4):207-215.

Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. *Journal of medical ethics and history of medicine, 7*, 14.

Shahzada, G. and Khan, H.N., 2018. Do High Self-estimates of Multiple Intelligences Predict High Academic Achievement at Secondary School Level?. Journal of Research & Reflections in Education (JRRE), 12(1): 84-92

Shakir, M. and Sharma, S., 2017. Using Educational Psychology for Better Teaching Learning Environment. International Journal of Education, 8:20-28.

Sharma, G. 2017. Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3 (7):749-752.

Singh, A. 2014. Conducive classroom environment in schools. *International Journal of Science and Research,* 3 (1):387-392.

Singh, Y., Makharia, A., Sharma, A., Agrawal, K. Varma, G. and Yadav, T. 2017. A study on different forms of intelligence in Indian school-going children. *Industrial Psychiatry Journal*, 26 (1):71.

Smith, C., 2018. Learner-centredness: A multiple intelligence approach to reveal individual learner preferences for curriculum content in Foundation Phase. *Koers: Bulletin for Christian Scholarship= Koers: Bulletin vir Christelike Wetenskap*, 83 (1):1-14.

Smith-Woolley, E., Pingault, J.B., Selzam, S., Rimfeld, K., Krapohl, E., von Stumm, S., Asbury, K., Dale, P.S., Young, T., Allen, R. and Kovas, Y. 2018. Differences in exam performance between pupils attending selective and non- selective schools mirror the genetic differences between them. *Nature Partner Journals Science of Learning*, 3 (1): 1-7.

Spaull, N. 2015. Schooling in South Africa: How low-quality education becomes a poverty trap. Research on Socio-Economic Policy, Stellenbosch University. *South African Child Gauge*, 12:34-41.

Spaull, N., and Kotze, J. 2015. Starting behind and staying behind in South Africa. The case of insurmountable learning deficits in mathematics. *International Journal of Educational Development,* 41, 12-24.

Sreendhi, S.K. and Tay, C.H., 2017. Multiple Intelligence Assessment: Based on Howard Gardner's Research. *International Journal of Scientific and Research Publications*, 7 (4):203-210.

Stroebel, L.C., Hay, J. and Bloemhoff, H.J., 2017. Needs and challenges of Foundation Phase life skills teachers in delivering physical education: Jack of all trades and master of none?. South African Journal for Research in Sport, Physical Education and Recreation, 39 (3): 163-177.

Supardi, U.S., 2013. THE CONTRIBUTION OF MULTIPLE INTELLIGENCE ON MATHEMATICS LEARNING'S SUCCESS. *The International Journal of Social Sciences*, 15 (1):45-55.

Taherdoost, H. 2016. Sampling methods in research methodology; how to choose a sampling technique for research, How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management*, 5 (2):18-27.

Takahashi, J. 2013. Multiple intelligence theory can help promote inclusive education for children with intellectual disabilities and developmental disorders: Historical reviews of intelligence theory, measurement methods, and suggestions for inclusive education. *Creative education*, 4 (09):605-610.

Taole, M.J. 2015. Towards a meaningful curriculum implementation in South African schools: senior phase teachers' experiences. *Africa Education Review*, 12 (2):266-279.

Teaching, O.C.E. and Environments, L. 2012. First Results from TALIS (Teaching and Learning International Survey) 2009.

Temli Durmus, Y. 2016. Effective Learning Environment Characteristics as a Requirement of Constructivist Curricula: Teachers' Needs and School Principals' Views. *International Journal of Instruction*, 9 (2):183-198.

Thornberg, R. and Charmaz, K., 2014. Grounded theory and theoretical coding. *In the Sage handbook of qualitative data analysis*. London: Sage.

Triangulation, D.S., 2014, September. The use of triangulation in qualitative research. *In Oncology nursing forum*, 41 (5):545.

Tsai, C.Y., Horng, J.S., Liu, C.H., Hu, D.C. and Chung, Y.C. 2015. Awakening student creativity: Empirical evidence in a learning environment context. *Journal of hospitality, leisure, sport & tourism education*, 17, 28-38.

Turner, C. and Astin, F. 2021. Grounded theory: what makes a grounded theory study? *European Journal of Cardiovascular Nursing*, 20 (3):285-289.

Uluslararasi, S. 2016. The Investigation of Bodily/Kinesthetic Intelligence and Sportspersonship Orientation of Students in School of Physical Education and Sport. Düzce University School of Physical Education and Sports Düzce/Turkey. *International Refereed Academic Journal of Sports, Health and Medical Sciences*, 15 (5):32-243.

Umugiraneza, O., Bansilal, S. and North, D. 2018. Exploring teachers' descriptions of 'ways of working with the curriculum' in teaching mathematics and statistics. *African Journal of Research in Mathematics, Science and Technology Education*, 22(1):70-80.

Utami, S.W., Wiyono, B.B., Hitipeuw, I. and Chusniyah, T. 2016. Character Education with Multiple Intelligences Learning Strategy to Enhance Interpersonal Intelligence Based on Emotional Intelligence. *International Conference on Education*. Malang: Universitas Negeri Malang, 850-854.

Vasileiou, K., Barnett, J., Thorpe, S. and Young, T. 2018. Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC medical research methodology*, 18 (1):1-18.

Venville, G. and Oliver, M. 2015. The impact of a cognitive acceleration programme in science on students in an academically selective high school. Thinking Skills and creativity. *Elsevier*, 15, 48-60.

Visser, M., Juan, A. and Feza, N. 2015. Home and school resources as predictors of mathematics performance in South Africa. *South African Journal of Education*, 35 (1):1-10.

Wagner, C., Kawulich, B. and Garner. 2012. *Doing social research: a global context*. Berkshire:McGraw Hill.

Watve, A., and Watve, S. 2018. Naturalistic Intelligence (NI): Nature and Nurture. Ecological Society, Prune, India. *Journal of Ecological Society*, 30 (31):24-34.

Weiten, W. 2016. *Psychology Themes and Variations. 2nd South African Edition*. Edited by J. Hassim. Andover, Hampshire: Cengage Learning. United Kingdom: Cengage Learning.

Weller, S.C., Vickers, B., Bernard, H.R., Blackburn, A.M., Borgatti, S., Gravlee, C.C. and Johnson, J.C. (2018). Open-ended interview questions and saturation. *Plos One*, 13(6):1-18.

West, J. and Meier, C. 2020, 'Overcrowded classrooms – The Achilles heel of South African education?' South African Journal of Childhood Education 10 (1):617.

Weybright, E.H., Caldwell, L.L., Xie, H.J., Wegner, L. and Smith, E.A. 2017. Predicting secondary school dropout among South African adolescents: A survival analysis approach. *South African Journal of Education,* 37 (2):1-11.

Whitcomb, K.M. and Singh, C. 2020. Not all disadvantages are equal: Racial/ethnic minority students have largest disadvantage of all demographic groups in both STEM and non STEM. Department of Physics and Astronomy, University of Pittsburgh, Pittsburgh, PA, 1-11.

Whiteside, M., Mills, J. and McCalman, J. 2012. Using secondary data for grounded theory analysis. *Australian Social Work,* 65 (4):504-516.

Wiesche, M., Jurisch, M.C., Yetton, P.W. and Krcmar, H., 2017. Grounded theory methodology in information systems research. MIS quarterly, 41 (3) 685- 701.

Willard-Holt, C., Weber, J., Morrison, K.L. and Horgan, J. 2013. Twice-exceptional learners' perspectives on effective learning strategies. *Gifted Child Quarterly*, 57(4):247-262.

Wilson, M., Wnuk, K., Silvander, J. and Gorschek, T., 2018. A literature review on the effectiveness and efficiency of business modeling. E-Informatica Software Engineering Journal, 12 (1):265-302.

Wilson-Strydom, M., 2015. *University access and success: Capabilities, diversity and social justice*. Abingdon: Routledge.

Yaumi, M., Sirate, S.F.S. and Patak, A.A. 2018. Investigating multiple intelligence-based instructions approach on performance improvement of Indonesian elementary madrasah teachers. *Sage Open,* 8 (4):1-10.

Yurt, E. and Polat, S. (2015). The Effectiveness of Multiple Intelligence Applications on Academic Achievement: A Meta-Analysis. *Journal of Social Studies Education Research,* 6 (1):84-122.

Zajda, J., 2018. Motivation in the Classroom: Creating Effective Learning Environments. *Educational Practice and Theory,* 40 (2):85-103.

Zayapragassarazan, Z. and Kumar, S. 2012. Active learning methods. *Jawaharlal Institute of Postgraduate Medical Education and Research: Puducherry India,* 19 (1):3-5.

LIST OF APPENDICES

Appendix A: Ethical clearance letter from the University of the Free State

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

04-Jun-2021

Dear Ms Mabulana, Katlego K

Amendment Approved

Research Project Title:
USING SELECTIVE LEARNING IN SCHOOLS TO ENHANCE EFFECTIVE LEARNING INTEREST

Ethical Clearance number:
UFS-HSD2018/1578/2806/298/21

We are pleased to inform you that your amendment application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for notifying the ethics committee of the changes/amendments that have been made to your study; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis
Chairperson: General/Human Research Ethics Committee

205 Nelson Mandela Drive
Park West
Bloemfontein 9301
South Africa

P.O. Box 339
Bloemfontein 9300
Tel: +27 (0)51 401 9337
duplessisA@ufs.ac.za
www.ufs.ac.za

Appendix B: Authorisation to conduct research from the Free State Department of Education

education
FREE STATE PROVINCE

Enquiries: KK Motshumi
Ref: Notification of research: K Mabulana
Tel. 051 404 9221 / 079 503 4943
Email: K. Motshumi@fseducation.gov.za

District Director
Motheo District

Dear Mr Moloi

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY K MABULANA

The above mentioned candidate was granted permission to conduct research in your district as follows:

1. **Research Topic:** Using selective learning curriculums in schools to enhance effective learning

   Schools: Brebner and Setjhaba se Maketse Secondary Schools.

   Target Population: 6 Grade 10 learners and 4 teachers teaching Grade 10 from each of the schools

2. **Period**: From date of signature of this letter until 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. **Research benefits:** The study will promote an awareness of the significance of SLC and its contribution to the cognitive development of learners by enhancing effective learning. It is also anticipated that this study will benefit learners by enabling them to learn effectively through the means of SLC and the associated enhancement of the teachers' teaching skills.
4. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
5. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 14/05/2019

Appendix C: Information sheet

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

TITLE OF THE RESEARCH PROJECT

Using selective learning in schools to enhance effective learning interest

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Katlego Mabulana 2008094696 061 477 8991 or 078 986 4711

FACULTY AND DEPARTMENT:

Faculty of education

Department of Psychology of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

Dr. KR Mukuna

051 718 5343

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of this study is to investigate the selective learning curriculums (strategies) that can be used to enhance effective learning amongst learners in South African schools.

WHO IS DOING THE RESEARCH?

I, Katlego Mabulana (2008094696) will be conducting/doing the research project. I am a student at the University of the Free State. I am also working for the University of the Free State, I work as an Academic Advisor within the Faculty of Humanities. I am studying Masters in Psychology of Education. As part of my studies, I am required to conduct research. I have chosen the research study as explained above, therefore as a result I have to collect data to support my research study.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2018/1578/2806

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The Motheo education district/schools has been chosen to be part of this research project because the study want to investigate how the selective learning curriculums (strategies) can be used to enhance effective learning amongst learners in SA schools. The Grade 10 level teacher and learners are chosen to be the participants for this study. The study understands the role of teacher and the impact they have on the implementation of a curricula. Teachers present the educational curricula to the learners and evaluate their cognitive abilities (strengths and weaknesses); while the learners are the ones experiencing the curriculum (practical experience). Learners in Grade 10 have an idea of their learning interests and cognitive abilities that will end up guiding their future career paths. Details of participants will be requested from the school principal. Participants will consist of 6 learners and 4 teachers per school in Grade 10. Participants' responses will assist the researcher in reaching the aim of promoting awareness of the significance of selective learning curriculums and its contribution to the cognitive development of learners by enhancing effective learning. It is also anticipated that this study will benefit learners by enabling them to learn effectively through the means of selective learning curriculum and the associated enhancement of the teachers' teaching skills.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The participants' actual role in this study is to answer each question accordingly, honestly as possible and to the best of your ability. The study will involve audio recording, semi-structured interviews will commence. The interviews will involve open-ended questions. The use of the open-ended questions are to examine your views, ideas, beliefs and attitudes about the study. For example 'How would you describe effective learning in your own words?' The estimated time needed for the completion of the interview is 45 minutes. Participation in the study is confidential and anonymous as the researcher will make use of a coding system (fictitious code number) on all interviews, to protect the identity of the participants. As such, there are no expected risks to the participants. Should you they any pain, embarrassed or scared during the course of the study, they must tell their parents or withdraw from the study if the desire to do so.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There will be no possible benefits, no payment/financial or reward offered, or otherwise for any participant. Participation in the study is voluntary and will be kept confidential. There will also be no potential level of inconvenience and/or discomfort to the participants. No form of possible or reasonably foreseeable risks of harm or side-effects to participants. Participation (responses) in the study will help the researcher to examine the need of a selective learning curriculum in South African schools and the strength of selective learning curriculums.

\

WHAT IS THE POTENTIAL RISKS FOR TAKING PART IN THIS STUDY?

Interviews with learners and educators will be conducted after normal teaching hours. There are no reasonably foreseeable risks of harm or side-effects to the potential participants. Should any risks arise during the course of participation in the study, such as emotional distress, participant is allowed to report to the teachers and parents. The participant is also allowed to contact the following helpline for further assistance: FAMSA on 051 525 2395; SADAG helpline on 0800 567 567 and Suicide helpline on 080 012 1314.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

Confidentiality of the information to be provide will be highly maintained. Name or identities will not be recorded anywhere and no one will be able to connect the answers to the participants. Answers will be given a fictitious code numbers or a pseudonym and participants will be referred in that way in the data, any publications, or other research reporting methods such as conference proceedings. I, Katlego Mabulana and the Study leader (Dr. KR Mukuna) will have access to the data (transcriber/external coder) and we will highly maintain confidentiality. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee, who will also maintain confidentiality. Recorded data will not involve any participant's identify, anonymity and confidentiality will always be maintained. The fictitious code number will be used to protect your participants' identities. They will remain anonymous in this study, even for other purposes such as research report, journal articles, conference presentation, etc. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report(s). The participants can refuse to take part even if their parents have agreed to their participation. They can stop being in the study at any time without getting into trouble.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in his home for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the

stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded, and electronic information will be deleted after the specified time of storage. There are no foreseeable risks of harm or side-effects to the potential participants. There is also no foreseen risk that may come from others identifying participation in the research.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

There will be no payment or reward offered, financial or otherwise for participation in the study. There will also be no potential level of inconvenience and/or discomfort to the participant. There are no reasonably foreseeable risks of harm or side-effects to the potential participants. Should any risks arise during the course of participation in the study, such as emotional distress, participant is allowed to report to the teachers and parents. The participant is also allowed to contact the following helpline for further assistance: FAMSA on 051 525 2395; SADAG helpline on 0800 567 567 and Suicide helpline on 080 012 1314.

HOW WILL THE INSTITUTION/ORGANISATION/COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact I, Katlego Mabulana on the following telephone number '078 986 4711 or 061 477 8991' or send a request through the following email address 'katlegomabulana@gmail.com'. The findings are accessible as soon as the research project is complete. Should you require any further information or want to contact the researcher about any aspect of this study, please contact me on the above mentioned details. Should you have concerns about the way in which the research has been conducted, you may contact the researcher's supervisor (study-leader), Dr. KR Mukuna on the following email address 'MukunaKR@ufs.ac.za or telephone number 051 718 5343'. There will be no form of inconvenience and/or discomfort to the participant. There will also be no reasonably foreseeable risks of harm or side-effects to the potential participants.

Yours Sincerely

Katlego Mabulana

Appendix D: Teachers consent form

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

14/05/2019 -30/09/2019

TITLE OF THE RESEARCH PROJECT

Using selective learning curriculums to enhance effective learning

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Katlego Mabulana *2008094686* *061 477 8991 or 078 986 4711*

FACULTY AND DEPARTMENT:

Faculty of Education
Psychology of Education

STUDYLEADER(S) NAME AND CONTACT NUMBER:

RJ Kgothule (0865239)
051 401 9688

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The aim of this study is to investigate the selective learning curriculums (strategies) that can be used to enhance effective learning amongst learners in South African schools.

WHO IS DOING THE RESEARCH?

I, Katlego Mabulana (2008094696) will be conducting/doing the research project. I am a student at the University of the Free State. I am also working for the University of the Free State, I work as an Academic Advisor within the Faculty of Humanities. I am studying Masters in Psychology of Education. As part of my studies, I am required to conduct research. I have chosen the research study as explained above, therefore as a result I have to collect data to support my research study.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: *UFS-HSD2018/1578/2806*

205 Nelson Mandela Drive/Rylaan, Park West/Parkwes, Bloemfontein 9301, South Africa/Suid-Afrika
P.O. Box/Posbus 339, Bloemfontein 9300, South Africa/Suid-Afrika, T: +27(0)51 401 9111, www.ufs.ac.za

Appendix E: Teacher interview questions

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

Using selective learning in schools to enhance effective learning interest

FICTITIOUS CODE NUMBER OR A PSEUDONOMY FOR PARTICIPANT(S):
Code number/name

DATE
Date of the interviews

INTERVIEW QUESTIONS FOR TEACHERS

Question 1
Tell me more about yourself, your role as a teacher (include your age, gender and ethnicity, residential areas and grade).

Question 2
In your own words how would you describe learning interest?

Question 3
In your own words how would you describe effective learning?

Elaborate on your thoughts

Question 4
What do you believe are the major challenges in the CAPS curricula that are affecting the processes of effective learning amongst learners?

Elaborate on your thoughts

Sub-question 4.1.
Do you think CAPS inability to create flexibility, not being accommodative to all learners' learning interests contributes to the levels of learners' drop-outs?

Elaborate on your thoughts

Question 5
Do you think the curriculum plays a huge role in learners' drop-out and why do you think so?

Elaborate on your thoughts

205 Nelson Mandela Drive/Rylaan, Park West/Parkwes, Bloemfontein 9301, South Africa/Suid-Afrika
P.O. Box/Posbus 339, Bloemfontein 9300, South Africa/Suid-Afrika, T: +27(0)51 401 9111, www.ufs.ac.za

Using selective learning in schools to enhance effective learning interest

FICTITIOUS CODE NUMBER OR A PSEUDONOMY FOR PARTICIPANT(S):
Code number/name

DATE
Date of the interviews

Sub-question 5.1.
What do you think can be done to create a flexible learning environment which can enhance effective learning interests?

Elaborate on your thoughts

QUESTION 6
How can selective learning enhance the effective learning interests of Grade 10 learners in schools?

Elaborate on your thoughts

Sub-question 6.1.
How do you think selective learning can improve the current curriculum which you are being taught?

Elaborate on your thoughts

Question 7
Do you believe that it is best for one to learn according to their learning interests or rather under a under the standardized curricula structure 'CAPS'?

Elaborate on your thoughts

Sub-question 7.1.
Since you work with learners, through the implementation of a curriculum: which challenges do you think can occur with the implementation of selective learning which can affect effective learning amongst grade 10 learners?

Elaborate your thoughts

Using selective learning in schools to enhance effective learning interest

FICTITIOUS CODE NUMBER OR A PSEUDONOMY FOR PARTICIPANT(S):
Code number/name

DATE
Date of the interviews

Question 8

How do you think selective learning can play a role in learners' readiness to universities or to the work environment?

Elaborate your thoughts

Question 9

Overall how do you think effective learning interest amongst learners can be improved?

Elaborate your personal thoughts

Thank you for taking time to read this information and for participating in this study.

Appendix F: Letter from the Language Editor

University of KwaZulu-Natal
School of Applied Human Sciences
Office Number IX06, TB Davies Ext
Memorial Tower Building, Howard College campus
Durban

Email Address: shumbak@ukzn.ac.za

Mobile Number: +27 78 315 6186

18 June 2021

To Whom It May Concern

Re: Editor's Letter

This letter serves to outline the scope of activities that were done during the editing of a master's dissertation titled:

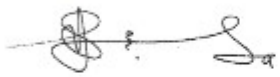
Using selective learning in schools to enhance effective learning interest

The following activities were done:

- Grammar check
- Sentence construction
- Spelling check
- Punctuation
- In-text referencing
- Reference checking
- Formatting

As a professional editor, I pledge that the above aspects of the dissertation were, to the best of my knowledge, meticulously and correctly done at the time the work was sent to the student. However, I am not responsible for any corrections that were made after the editing process.

Faithfully,



Kemist Shumba (PhD)

PhD in Psychology: University of KwaZulu-Natal [UKZN]
Master of Social Science in Health Promotion (*Cum laude*): UKZN
Honours in Cultural & Media Studies: UKZN
Postgraduate Certificate in Education: Great Zimbabwe University
Bachelor of Arts (English): University of Zimbabwe