

DISSERTATION ABSTRACT

Doctor of Ministry
Emphasis in Urban Mission

Adventist University of Africa

Theological Seminary

TITLE: A STUDY SKILLS ACQUISITION PROJECT AIMED AT THE
“PREVIOUSLY DISADVANTAGED” LEARNERS OF HELDERBERG
HIGH SCHOOL, CAPE TOWN

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Date completed: May 2024

The long-lasting impact of Apartheid in South Africa continues to shadow the educational journeys of “previously disadvantaged” students over two decades after the country’s shift to democracy. These learners face significant hurdles in high school; even those earning a bachelor’s degree often struggle with a high dropout rate in their first year of university. The Apartheid legacy is a pivotal contributor to this unfortunate situation.

This dissertation aims to understand the challenges “previously disadvantaged” learners face and develop, implement, and evaluate a study skills workshop at Helderberg High School in Somerset West, Cape Town. This initiative is inspired by a transformational approach rooted in Christ’s teachings. The lack of access to quality education entraps these learners, perpetuating a cycle of disadvantage and limiting

their socioeconomic prospects. The acquisition of essential study skills is crucial for their educational success.

This study focuses exclusively on Helderberg High School and “previously disadvantaged” learners, excluding Grade 12 students due to their proximity to final exams. It draws insights from theological perspectives on education, emphasizing its enduring role in fostering intellectual and spiritual growth. It explores educational principles in the Old and New Testaments and references Ellen G. White’s work, examining aspects like the academic environment, objectives, methodologies, teaching approaches, and curriculum design.

Additionally, the research explores the historical context of Apartheid, its impact on South African society, and the urgent need for an equitable educational landscape. It delves into study skills, utilizing Buzan Mind Maps to empower learners and mitigate the adverse effects of Apartheid on their academic pursuits.

The dissertation methodically outlines the groundwork and execution of research interviews conducted within focus groups of high school learners. This qualitative data provides insights into study habits and skills. Based on the theological foundation, the literature reviewed, and focus group data analysis, a study skills acquisition curriculum and initiative were developed. Implementing the curriculum and initiative effected a positive transformation in the lives of these learners.

This research underscores the enduring significance of education and its theological foundations in shaping individuals and societies. It highlights the crucial role of study skills in bridging the gap between underprivileged and privileged learners, thus promising a more equitable society. This study provides valuable insights into the challenges “previously disadvantaged” learners face and offers a practical solution to enhance their academic performance and overall well-being.

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A dissertation

presented in partial fulfillment

of the requirements for the degree

Doctor of Ministry

by

Daniël Petrus Potgieter

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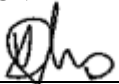
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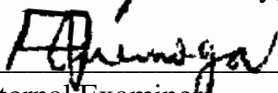


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Dedicated to Sanet, my loving and Proverbs 31 wife!

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ix
CHAPTER	
1. INTRODUCTION	1
Description of the Ministry Context	1
City of Cape Town.....	1
Somerset West	2
Helderberg High School.....	2
Statement of the Problem	3
Statement of the Purpose.....	3
Justification	4
Delimitations	4
Description of the Dissertation Process	5
Expectations	5
2. THEOLOGICAL REFLECTION	6
Education in the Old Testament	6
Educational Environment	7
Education’s Purpose	9
Educational Institutions.....	10
Educational Pedagogy.....	12
Educational Curriculum	13
Education In the New Testament	15
Educational Environment	15
Education’s Purpose	16
Educational Institutions.....	18
Educational Pedagogy.....	20
Educational Curriculum	21
Ellen G White on Education.....	22
Educational Environment	23
Education’s Purpose	24
Educational Institutions.....	26
Educational Pedagogy.....	27
Educational Curriculum	29
Master Teacher	30
Master’s Teachings	30
Master’s Teaching Method.....	38
Conclusion.....	41

3. LITERATURE REVIEW	42
Introduction	42
“Previously Disadvantaged”	43
Apartheid Obliviousness	44
Nationalist Government 1948-1994	46
Legacy of Apartheid	47
Bantu Education	48
Addressing Bantu Education’s Legacy	50
Study Skills	51
Definition of Learning	51
The Learning Process.....	53
Essential Study Skill Elements.....	55
Motivational skills.	55
Classroom note taking skills.....	56
Study materials summary skills.	57
Time management skills.	58
Concentration skills.	59
Study method skills.....	60
Memory skills.	61
Memory retention.	63
Exam preparations skills.	64
Exam writing skills.	65
Reading skills.	66
Student well-being skills.	67
Buzan Mind Maps	69
Tony Buzan	69
Creating Buzan Mind Maps	71
Buzan Mind Mapping’s Seven Laws.....	71
Buzan mind map definition.	77
Buzan mind maps benefits.	77
Buzan mind maps disadvantages.....	78
Conclusion.....	79
4. METHODOLOGY	80
Research Design	80
Methodology	81
Focus Group Research	81
Research Rationale	82
Appropriateness of Study.....	83
Population	84
Sample Technique	91
Criteria for Sampling Procedures and Selection	92
Instrumentation.....	93
Pilot Focus Group.....	93
Methods.....	94
Identified questions and discussion.	94
Summary.	95
Interview questions.	95

Pre-initiative Focus Group	96
Introduction.	96
Methods.....	97
Identified questions and discussion.	97
Summary.	98
Interview questions.	98
Trustworthiness of the Instrument	99
Research Preparation	101
Data Collection Procedure	102
Analysis and Interpretation Strategies	106
Familiarize with the data.	106
Code the data.	106
Categorize the codes.	106
Analyze the categories.	106
Interpret the data.	106
Report on the findings.	107
Data Preparation and Organization.....	107
Data collection.	107
Data entry.	107
Data cleaning.	107
Data coding.....	107
Data organization.....	107
Data analysis.....	108
Data storage.....	108
Data Analysis	108
Pilot Focus Group.....	108
Initial Immersion	109
Coding	109
Categorizing and theming.	111
Limitations.....	111
Pre-initiative Focus Group.....	113
Initial immersion.....	113
Coding.	113
Categorizing and theming.	117
Limitations.....	120
Interpretation	121
Pilot Focus Group Interview	121
Pre-initiative Focus Group Interview	124
Conclusion.....	126
 5. NARRATIVE OF INITIATIVE IMPLEMENTATION	 127
Implementation Narrative	128
Study Skills Acquisition Seminar	128
Schedule	128
Session 1.....	129
Session 2.....	129
Session 3.....	129
Session 4.....	130
Session 5.....	130

Session 6.....	130
Session 7.....	130
Session 8.....	130
Session 9.....	130
Session 10.....	131
Results of Implementation	131
Evaluation of Implementation	132
Conclusion.....	136
6. EVALUATION AND LEARNINGS	138
Description of Method Used to Evaluate the Intervention	138
Outcomes	140
Conclusion.....	143
Professional Transformation	144
APPENDIXES	147
A. AUA ETHICS REVIEW BOARD	148
B. CONSENT FORM.....	149
C. PRINCIPAL’S REPORT.....	152
D. MR BASSON’S EMAIL.....	154
E. PILOT GROUP TRANSCRIPTION.....	155
F. PRE-INITIATIVE GROUP TRANSCRIPTION.....	173
G. SESSION 1 FEEDBACK.....	181
BIBLIOGRAPHY	182
VITA	191

ACKNOWLEDGMENTS

To God be the Glory for His unwavering guidance and grace throughout this academic journey. Leon and Joan Potgieter, my beloved parents, whose endless love, encouragement, and sacrifices paved the way for my educational pursuits. My wife Sanet and our three remarkable boys, Deon, Jaco, and Hugo, stood by my side, offering their unwavering support, understanding, and patience during the long and arduous research process. My esteemed advisor, Prof. Kelvin Onongha, whose generous investment of time, energy, and invaluable advice propelled me towards completing this dissertation. Your unwavering support and mentorship have been instrumental in my academic growth. Prof. Davidson Razafiarivony, my reader, whose expertise and guidance enriched the depth and quality of my research, contributing significantly to its success. The Cape Conference Executive Committee and leadership for granting me the invaluable opportunity to pursue this study. I am deeply grateful for the time and bursary awarded to me, which made this journey possible.

Dr. Louis Wessels, Neurosurgeon, Dr. Royden Donald, Anaesthetist, and Dr. Michael Mason, Psychiatrist, whose exceptional medical care and unwavering support were instrumental during a challenging period of failing health. Your dedication to my well-being allowed me to persevere in my academic pursuits.

To all of you, I extend my heartfelt gratitude and appreciation. This dissertation is a testament to my family's love, support, resilience, wisdom, and

guidance of my mentors, the opportunities afforded to me, and the invaluable care of my medical team.

CHAPTER 1

INTRODUCTION

Description of the Ministry Context

South Africa comprises approximately 55,000,000 (2016)¹ people of diverse origins, cultures, languages, and religions. According to the Joshua Project, there are 65 different people groups, with 8 unreached people groups in South Africa.²

Statistics South Africa, the official government agency responsible for Statistics in South Africa, asked people to describe themselves in terms of five racial population groups, which resulted in the following figures for these groups: Black African at 79.2%, White at 8.9%, “Coloured” at 8.9%, Asian at 2.5%, and Other/Unspecified at 0.5%.³

South Africa hosts a sizeable refugee and asylum seeker population. Many refugees have now started working and living in rural areas in provinces such as Mpumalanga, KwaZulu-Natal, Eastern Cape, and the Western Cape.

City of Cape Town

The population of the City of Cape Town metropolitan municipality is 4,004,793. Of this population, 42.4% described themselves as “Coloured,” 15.7% as

¹ Statistics South Africa conducted its most recent official survey in 2011. Since then, Statistics South Africa has relied on the 2011 data to project the statistics.

² Joshua Project, “South Africa,” accessed February 27, 2018, <https://joshuaproject.net/countries/SF>.

³ Statistics South Africa, “Statistics South Africa: The South Africa I Know, The Home I Understand,” n.d., accessed January 21, 2017, <http://www.statssa.gov.za/>.

“White,” 38.6% as “Black African,” 1.4% as “Indian or Asian,”– and 1.9% as “Other.”⁴

Somerset West

Somerset West is a suburb of The City of Cape Town, South Africa. Currently (2019), the population consists of middle- and low-income families negatively affected by the world economy and high unemployment. The negative economy and employment levels lead to elevated crime, gang activities, drug abuse, socio-economic decline, and an increasing number of homeless people.⁵

Helderberg High School

Helderberg High School, located on the picturesque slopes of Helderberg Mountain in Somerset West, was established in 1974 under the leadership of Mr John Müller. Initially affiliated with Helderberg College, the school transitioned to the Cape Senior Certificate examination system and became independent in 1980. With the dedication of principals like Mr Oliver Campbell and Mr Stanley Mason, the school experienced significant growth and secured funds for a new facility. The construction, completed in 2003, included classrooms, an administration building, a

⁴ Municipalities of South Africa, “Cape Town Population,” *City Populations Worldwide*, last modified June 26, 2018, accessed June 26, 2018, <http://population.city/south-africa/cape-town/>; Municipalities of South Africa, “City of Cape Town Metropolitan Municipality - Demographic,” accessed June 26, 2018, <https://municipalities.co.za/demographic/6/city-of-cape-town-metropolitan-municipality>; Lynn Hendricks, “An investigation of homelessness within the City of Cape Town: Those who live and sleep on the streets.” Research Brief 5 of 8: University of Stellenbosh. July 2014: 43

⁵ City of Cape Town Department (SDI&GIS) “2011_Census_CT_Suburb_Somerset_West_Profile.Pdf,” n.d., accessed May 27, 2022, https://resource.capetown.gov.za/documentcentre/Documents/Maps%20and%20statistics/2011_Census_CT_Suburb_Somerset_West_Profile.pdf; Property24, “About Somerset West : Somerset West Statistics: Property24.Com,” accessed May 27, 2022, <https://www.property24.com/areas/somerset-west/390/3>; Dbpedia, “About: Somerset West,” accessed May 27, 2022, https://dbpedia.org/page/Somerset_West; “Census 2011 — Main Place ‘Somerset West,’” accessed June 8, 2018, <https://census2011.adrianfrith.com/place/199045>; “Somerset West Area Profile,” accessed May 27, 2022, <https://www.chaseveritt.co.za/area-profiles/somerset-west/>.

chapel, a science block, and a woodwork room. The school, led by Mr Aubrey Basson, boasts beautiful gardens, outdoor facilities, and a state-of-the-art indoor gymnasium. With 167 learners, the school is committed to educating a diverse student body, including approximately 38% from disadvantaged backgrounds. This percentage is projected based on the demographics of the Somerset West population, according to the 2011 Statistics South Africa.⁶

Statement of the Problem

The long-lasting effects of Apartheid in South Africa are still evident more than two decades after the country transitioned to democracy. Apartheid deprived black and “coloured” high school learners of basic human necessities and a proper education. In 2019, the consequences are distressing, as many “previously disadvantaged” students struggle to succeed in high school.⁷ Shockingly, fifty percent of those who manage to graduate with a bachelor’s pass drop out of university within their first year.⁸ The enduring legacy of Apartheid is considered a significant factor contributing to this unfortunate reality.

Statement of the Purpose

This project aims to understand the situation of the “previously disadvantaged” learners, then develop, implement, and evaluate a study skills

⁶ Adrian Frith, “Census 2011: Main Place: Somerset West,” accessed July 12, 2020, <https://census2011.adrianfrith.com/place/199045>.

⁷ Athambile Masola, “The Problem with Being Previously Disadvantaged,” *Thought Leader*, September 13, 2014, accessed April 16, 2021, <https://thoughtleader.co.za/the-problem-with-being-previously-disadvantaged/>; Mduuzi Mbiza, “The Issues with South Africa’s Education System | EduConnect |,” February 15, 2018, accessed April 16, 2021. <https://fundiconnect.co.za/the-issues-with-south-africas-education-system/>; Moeketsi Letseka, “The Illusion of Education in South Africa,” *Procedia - Social and Behavioral Sciences* 116 (February 2014): 4864-4869.

⁸ Yamkela Mdaka, “Shocking Black Drop-out Rate in SA’s Universities,” *Destiny Man*, last modified May 19, 2016, accessed January 23, 2017, <http://www.destinyman.com/2016/05/19/black-university-drop-rate-horrific/>.

seminar, applying Christ's transformational method to the learners at Helderberg High School, Somerset West, Cape Town.

Justification

Without proper education, "previously disadvantaged learners" have little prospects of changing their current socio-economic environment, conditions, and status. This means that many South Africans, in the year 2019,⁹ live in the same or worse circumstances than they lived under Apartheid. Stripped of the essentials for survival, "previously disadvantaged learners" are forced to prioritize their mere existence, leaving them devoid of the time, resources, and vitality needed to develop the crucial study skills essential for excelling in education. Considering education's indispensable role as a cornerstone for personal growth and success in society, it becomes absolutely imperative for the "previously disadvantaged learners" to grasp the art of studying and attaining knowledge.

Delimitations

The project was limited to Helderberg High School, Somerset West, City of Cape Town. The participants will be confined to "previously disadvantaged" learners from the selected school. This group will be restricted by excluding Grade 12 learners, as matric learners are too close to write their final examinations. Introducing an intervention during the final year of school, especially near the time of the last examinations, can cause confusion among learners and potentially harm their academic performance. Additionally, implementing such an intervention may not

⁹ The most recent official census conducted in South Africa was carried out by Statistics SA, the government department responsible for statistics, in 2011. Consequently, since 2019, the figures from the 2011 census have been utilized.

allow sufficient time to assess its impact on the overall performance of Grade 12 students.

Description of the Dissertation Process

The study subject was founded on education as theological reflection. An exploration of this concept from the Old and New Testaments was conducted to obtain valuable biblical insights for the project. Careful examination of Christ's teaching methods also provided practical principles for the project's success.

A literature review of current and historical studies on the Apartheid and its effects on "previously disadvantaged learners" was done. In addition, literature on Bantu education was reviewed to provide an understanding of methods to enrich the project for the learners.

The research employed a qualitative method approach that includes using focus group research to collect qualitative data providing qualitative data for the study. An intervention was developed by the employing results from analyzing the data collected. The seminar, which constitutes the intervention, was administered, and evaluated to ascertain its effects on the learners.

Expectations

This project was expected to lead to empowered learners who excel academically. It was further anticipated that this model could be reproduced in Cape Town, the Western Cape, and South Africa. Additionally, if ministers are exposed to the program and trained to implement it, this program could broaden its impact and outreach in the community.

CHAPTER 2

THEOLOGICAL REFLECTION

Education plays a significant role in shaping individuals, societies, and cultures, holding immense value. While the modern educational system has changed over time, it is crucial to recognize ancient biblical texts' deep historical and spiritual roots. The Bible provides moral guidance, wisdom, and insights on various aspects of life, including education. This chapter explores the theological reflection of education, highlighting its timeless relevance in fostering intellectual and spiritual growth.

The chapter will be divided into four main sections. The initial three sections will focus on education in different contexts: the Old Testament, the New Testament, and the writings of Ellen G. White. Within each of these sections, the following aspects will be examined: the educational environment, educational purpose, educational institutions, educational pedagogy, and the educational curriculum. Subsequently, the fourth section, titled "Master Teacher," will be further subdivided into two sections: the Master's Teachings and the Master's teaching method.

Education in the Old Testament

This section delves into various educational elements within the context of the Old Testament and will explore the academic environment, the purpose of education, educational institutions, instructional methods, pedagogical approaches, and the academic curriculum that existed during that time will be explored.

Educational Environment

The educational environment of the Old Testament was characterized by a distinct setting, nature, and context that shaped the process of learning and knowledge acquisition during that time. In ancient Israel, education primarily occurred within the family and community, emphasizing transmitting religious and moral teachings to the younger generations. The setting for education in the Old Testament was largely informal and centered around the home, where parents played a crucial role in instructing their children. The Old Testament placed great importance on the role of family within the setting of education.

Since Adam and Eve were first created and placed in the Garden of Eden, the family was the backdrop for their educational experiences, forming the bedrock of their learning and comprehension. As the parental figures to Adam and Eve, God gave them guidelines for their purpose and duties as caretakers. Furthermore, they received instruction regarding the specific sustenance they were to partake of daily, as documented in Genesis 1:28-30.

Family as an educational setting persisted, as seen in Genesis 2:15-17, where God once again imparted teachings and instructions to Adam and Eve regarding cultivating and maintaining the garden of Eden, along with their daily sustenance. Additionally, God brought attention to the tree of knowledge of good and evil and prohibited Adam and Eve from partaking in its fruit.

Since the earliest days of creation and within the Garden of Eden, the family has held a prominent position in an educational environment. This particular family setting established the groundwork for the family to maintain a crucial and meaningful role to uphold a vital and significant position within the educational landscape presented in the Old Testament. This is evident in the *Shema* (the Hebrew

word that means “hear” and that begins the most important prayer in the life of an Israelite, and which was spoken daily and which begins with the command to “hear” / *Shema*), as documented in Deuteronomy 6:4-9, where parents were directed to assiduously instruct their children in the teachings of God daily. Parents were entrusted with imparting these divine words to their offspring, whether at home, during travel, at the beginning of each day, or before retiring for the night.

The nature of education in the Old Testament was deeply rooted in the religious beliefs and practices of the Israelites. The primary goal of education was to instill a strong sense of faith and obedience to God’s commandments, faithfulness to God. This was reflected in the emphasis on teaching and studying the Law, as outlined in the Torah.

The context of education in the Old Testament was closely intertwined with ancient Israel’s historical and cultural aspects. Instruction often occurred in various communal settings, such as the Temple, where individuals gathered to hear the teachings of religious leaders and scribes. These communal gatherings provided opportunities for both formal instruction and informal discussions about religious practices and beliefs. One notable example of this context can be found in Nehemiah 8:1-8, where Ezra, the scribe, read the Law to the people of Israel, explaining its meaning and helping them understand its relevance to their lives.

The educational environment of the Old Testament was characterized by an informal setting within the family and community, a nature deeply rooted in religious teachings, and a context that integrated historical and cultural elements. Through transmitting religious knowledge and studying the Law, the Israelites sought to foster a strong faith and moral foundation among their people.

Education's Purpose

Within the cultural and historical context of the Old Testament, the Word of God offers valuable perspectives on the significance of education. In ancient Israelite society, education was intricately intertwined with religious and moral values. The fundamental objective of education in this era was to cultivate a profound comprehension of God's laws, nurture wisdom, and facilitate the development of virtuous character while guarding against the dangers of idolatry and apostasy.

The Old Testament emphasizes the importance of acquiring knowledge and understanding God's commandments for leading a righteous life. This emphasis is evident in passages such as Deuteronomy 28:1-14, the "Blessings at Gerizim," "Consequences of Disobedience," Deuteronomy 28:15-68 and Proverbs 2:6-7.

Education was seen to gain wisdom and discernment, enabling individuals to navigate life's challenges and make decisions aligned with God's will.

Moreover, education in the Old Testament had a communal aspect. The transmission of knowledge and moral values from one generation to the next was regarded as crucial for the preservation of the religious and cultural identity of the Israelites. Deuteronomy 6:6-7 encapsulates this idea. Education, therefore, encompassed formal instruction and the continuous engagement of parents and community members in passing on their religious and ethical traditions.

Education in the Old Testament centered on deepening one's understanding of God's laws, fostering wisdom, nurturing virtuous character, and guarding against idolatry and apostasy. Education was viewed to gain discernment and navigate life by God's will. It also played a vital role in preserving the religious and cultural heritage of the Israelite community. By emphasizing the importance of knowledge and moral

instruction, the Old Testament underscores the significance of education as a pathway to spiritual growth and communal cohesion.

Educational Institutions

In the Old Testament, various educational institutions significantly influenced ancient Israelites' religious and intellectual development. Though modern-day schools are better organized and structured, the Old Testament educational institutions served as centers of learning and instruction for individuals seeking spiritual guidance, knowledge of the law, and prophetic training.

One notable type of educational institution mentioned in the Old Testament is the family. In the Old Testament, the family was depicted as a crucial educational institution, centralizing cultural, moral, and religious values from one generation to the next. Stories such as those of Abraham, Sarah, and their descendants emphasize the importance of family dynamics in shaping the destiny of individuals and communities. Through patriarchs and matriarchs, important lessons about faith, loyalty, and resilience were passed down. The family unit taught traditions, customs, and the laws God gave, fostering a strong sense of identity and connection to their heritage. It served as a foundation for character development, emphasizing honor, respect, and compassion. The Old Testament underscores how the family was a primary education agent, shaping individual lives and the more extensive course of history.

Another educational institution mentioned in the Old Testament is the "schools of the prophets." These schools were communities or groups of individuals dedicated to studying religious matters, particularly prophecy. As inspired messengers of God, the prophets received training and guidance in these schools to develop their spiritual gifts and fulfill their roles as spokespersons for the divine. Samuel, a

prominent figure in the Old Testament, is associated with the establishment of the schools of the prophets. In 1 Samuel 19:18-24, the account tells of Saul encountering a group of prophets in Naioth, where Saul himself became caught up in prophesying. This account suggests that these schools were places of spiritual instruction and training.

Another example of an educational institution in the Old Testament is the “schools of wisdom.” These schools focused on acquiring knowledge, particularly in literature, poetry, philosophy, and practical wisdom. The book of Proverbs, attributed primarily to King Solomon, is often regarded as a collection of wisdom teachings from these schools. Proverbs 1:1-7 emphasizes the purpose of these teachings to cultivate wisdom, understanding, and righteous behavior. Through the teachings of proverbs and wise counsel, education aims to impart discernment and knowledge, particularly to the young and naive. The learning process is driven by the desire to understand complex concepts, including proverbs and riddles, ultimately fostering a foundation of knowledge. Central to this purpose is the fear of the Lord, emphasized as the starting point of true knowledge. Neglecting wisdom and instruction is considered foolish, highlighting the importance of education in guiding individuals toward virtuous and knowledgeable lives.

Additionally, synagogues served as important centers for education and learning in ancient Israelite communities. While not explicitly mentioned in the Old Testament, the synagogue system developed during the post-exilic period and became a central place for worship, study, and community gathering. The synagogue provided opportunities for individuals to engage in the reading and interpretation of the Torah.

The Old Testament alludes to several educational institutions that played essential roles in the religious and intellectual development of the Israelites. These

institutions, such as the schools of the prophets, schools of wisdom, and synagogues, provided spaces for spiritual instruction, prophecy training, the acquisition of knowledge, and communal learning. While the specific details of their functioning and curricula remain somewhat elusive, their existence underscores the significance placed on education and the pursuit of wisdom in ancient Israelite society.

Educational Pedagogy

By examining educational methods and instructional approaches in the Old Testament, valuable insights are gained into the pedagogy of ancient Israelite society. Education in this context was primarily centered around transmitting religious and moral teachings, strongly emphasizing oral tradition and the study of sacred texts. The Old Testament provides numerous examples of instructional techniques teachers and leaders employ to impart knowledge and foster spiritual growth.

One prominent method observed in the Old Testament is storytelling and narrative. Parables and allegories were employed to convey moral lessons and emphasize critical theological concepts, parables like The Trees Choosing a King (Judg 9: 8-15), Samson's Riddle (Judg 14: 5-14), Nathan's Parable of The Ewe-Lamb (2 Sam 12:1-4), The Ambitious Thistle (2 Kgs 14:9), The Wasted Vineyard (Isa 5:1-7), The Almond Rod and The Seething Pot (Jer 1:11-14), The Potter's Vessel Marred (Jer 18:2-6), The Potter's Vessel Broken (Jer 19:1, 2, 10, 11), The Two Baskets of Figs (Jer 24:1), Golden Candlestick and Olive Trees (Zech 4:1-7, 11-14). Similarly, the story of David and Goliath (1 Sam 17) recounts a historical event and serves as an inspirational tale of courage and faith.

Another instructional approach prevalent in the Old Testament is question-and-answer dialogues. This Socratic method of inquiry encouraged critical thinking and active participation from students. An example can be found in the book of

Exodus, where the Israelites ask Moses a series of questions regarding the laws and commandments given by God (Exod 24:3-8). Moses then responds with clarification, providing the necessary guidance for the community.

Moreover, the Old Testament emphasizes the importance of memorization and recitation. The Israelites were encouraged to commit fundamental teachings and passages to memory, ensuring their accessibility and preservation. Psalm 119:11 denotes the value placed on internalizing sacred texts. This practice facilitated a deep understanding of God's word and its practical application in daily life.

The educational methods and instructional approaches found in the Old Testament reflect the cultural and religious context of ancient Israelite society. Teachers and leaders sought to impart moral and spiritual wisdom to the community through storytelling, question-and-answer dialogues, and the emphasis on memorization. These pedagogical techniques continue to resonate today, highlighting the enduring significance of the Old Testament as a source of knowledge and inspiration.

Educational Curriculum

The educational curriculum in the Old Testament provides valuable insights into the ancient Israelite society's approach to teaching and learning. Education in the Old Testament was deeply rooted in religious and moral instruction, strongly emphasizing studying God's laws, history, and wisdom. The curriculum aimed to shape knowledgeable, righteous, and equipped individuals to fulfill their roles within the community.

One prominent example of educational content in the Old Testament is the Mosaic Law, which includes the Ten Commandments and numerous other statutes and ordinances. These laws served as a guide for moral conduct and were essential to

the educational development of the Israelites. The Book of Exodus, for instance, records the story of Moses receiving the Ten Commandments from God on Mount Sinai (Exod 20:1-17). This event established the foundation of the Israelite legal system and provided a framework for ethical education and personal growth.

The Old Testament also contains wisdom literature, such as the Book of Proverbs and Ecclesiastes, which provide practical teachings and insights for daily living. Proverbs offer concise and memorable sayings that promote moral virtues, discipline, and wise decision-making. An example is found in Proverbs 1:7, which states, “The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction.” This verse underscores the importance of reverence for God as the starting point for proper understanding and emphasizes the rejection of foolishness.

Furthermore, the Old Testament presents historical narratives that provide valuable lessons and serve as educational tools. The books of Genesis, Exodus, Joshua, and Kings, among others, recount the Israelite people’s history, triumphs, and failures. These accounts convey the consequences of obedience and disobedience and highlight the significance of remembering and learning from the past. For instance, in Josh 4:6-7, the Israelites are commanded to set up twelve stones as a memorial so that future generations may learn about the miraculous crossing of the Jordan River and remember God’s faithfulness.

The educational curriculum in the Old Testament reflects the Israelites’ commitment to teaching and learning in a religious and moral context. Through the Mosaic Law, wisdom literature, and historical narratives, the Israelites sought to instill knowledge, moral virtues, and a deep understanding of God’s will. By studying these ancient texts, one can gain valuable insights into the educational methods employed in the Old Testament and appreciate the enduring relevance of its teachings.

Education In the New Testament

This section explores the educational aspects encompassed in the New Testament. The focus will contain the academic setting, the objectives of education, institutions devoted to learning, teaching methodologies, pedagogical approaches, and the curriculum that prevailed during that era.

Educational Environment

The educational environment portrayed in the New Testament provides valuable insights into the setting, nature, and context of education during the time of Jesus and the early Christian community. Education in the New Testament period primarily occurred within Jewish society, strongly emphasizing religious instruction and the study of sacred texts. The educational setting revolved around synagogues, where individuals gathered to learn from rabbis and discuss matters of faith.

One notable example of this educational environment can be seen in Luke 2:46-47, where Jesus, as a young boy, is found in the temple sitting among the teachers, listening to them, and asking questions. This incident highlights the importance of engaging in discussions and actively seeking knowledge within the Jewish educational context. The Jewish education system also involved memorizing and interpreting the Torah, the foundational sacred text, which provided a framework for moral and ethical teachings.

A solid oral tradition characterizes the educational nature of the New Testament. The Jewish educational system relied heavily on verbal instruction, recitation, and memorization of religious teachings. This oral tradition can be seen in the teachings of Jesus, who often spoke in parables and used storytelling techniques to convey deeper spiritual truths. For example, in the parable of the Good Samaritan

(Luke 10:25-37), Jesus used a narrative to illustrate the importance of showing compassion and mercy towards others, conveying moral lessons through storytelling.

Furthermore, the educational context of the New Testament reflects a diverse range of influences. Hellenistic culture influenced Jewish education, as the Greek-speaking world influenced the region. This cultural exchange is evident in the use of Greek in the New Testament writings. The educational context also encompassed encounters with Roman authorities and the spread of early Christian teachings. The apostle Paul, for instance, engaged in teaching and discourse in various cities, such as Athens (Acts 17:16-34), adapting his message to different cultural and intellectual contexts.

The educational environment depicted in the New Testament reveals a setting centered around synagogues, emphasizing religious instruction and the study of sacred texts. The nature of education is characterized by an oral tradition, employing storytelling and parables to convey spiritual and moral teachings. The New Testament education context encompasses a rich blend of Jewish, Hellenistic, and Roman influences, reflecting the time's diverse cultural and intellectual milieu.

Education's Purpose

The purpose of education in the New Testament holds significant importance within the context of early Christian communities and the teachings of Jesus Christ. Education in this context extends beyond mere intellectual knowledge acquisition; it encompasses the development of moral character, spiritual growth, and the transformation of individuals to live following God's will. The New Testament emphasizes the transformative power of education by guiding believers toward a deeper understanding of their faith, promoting ethical conduct, and fostering a sense of communal responsibility.

Scriptural references in the New Testament underscore the transformative purpose of education. For instance, in the Gospel of Matthew, Jesus instructs his disciples to go and make disciples of all nations, teaching them to observe all that he has commanded (Matt 28:19-20). This passage highlights the responsibility of believers to engage in educational endeavors, disseminate Jesus's teachings, and guide others toward a life aligned with Christian values. Furthermore, the Apostle Paul emphasizes the transformative power of education in his letter to the Romans, stating that believers should not conform to the pattern of this world but be transformed by the renewing of their minds (Rom 12:2). Here, education is portrayed as a means to undergo a profound internal change, resulting in a new way of thinking, and acting.

The New Testament also emphasizes the ethical dimension of education. In his letter to the Ephesians, Paul encourages believers to put off their old selves and be renewed in the spirit of their minds, putting on the new self, created to be like God in true righteousness and holiness (Eph 4:22-24). This transformation involves the acquisition of moral knowledge and virtues, which are essential components of education. Jesus sets an example of moral education through his teachings on love, forgiveness, and compassion. In the parable of the Unforgiving Servant Jesus teaches his disciples about the importance of forgiveness, as well as showing mercy and compassion towards others (Matt 18:21-35). Such teachings highlight the moral imperative of education in the New Testament, aiming to shape believers into individuals who embody love, kindness, and justice.

Moreover, education in the New Testament carries a communal aspect. The early Christian communities were characterized by a strong sense of fellowship and shared responsibility. The Apostle Peter encourages believers to grow in the grace and

knowledge of Jesus Christ, emphasizing the importance of communal growth (2 Pet 3:18). Education in this context involves improving the whole community, with believers supporting and nurturing one another's spiritual development. The letter to the Hebrews urges believers to consider how to spur one another toward love and good deeds, meeting and encouraging one another (Heb 10:24-25). These passages emphasize the collective nature of education in the New Testament, emphasizing the shared responsibility to support and uplift one another in the pursuit of knowledge and spiritual growth.

The purpose of education in the New Testament extends beyond acquiring intellectual knowledge. It encompasses the transformation of individuals' hearts and minds, the development of moral character, and the cultivation of a sense of communal responsibility. The New Testament highlights the importance of disseminating the teachings of Jesus, fostering ethical conduct, and supporting one another in the pursuit of spiritual growth. By engaging in educational endeavors aligned with these principles, believers seek to embody the values and virtues espoused by Jesus and contribute to the flourishing of their communities.

Educational Institutions

In the New Testament, several educational institutions are mentioned, providing valuable insights into the educational landscape of the time. These institutions played a crucial role in disseminating knowledge and nurturing intellectual development among different groups of people. A close examination of the New Testament reveals examples of such educational institutions and their significance in the lives of individuals and communities.

One notable educational institution mentioned in the New Testament is the synagogue. Synagogues were Jewish places of worship and study, serving as centers

for religious instruction and communal gathering. They played a vital role in teaching the scriptures, interpreting the law, and fostering a sense of community. In Luke 4:15-16, Jesus enters a synagogue in Nazareth and reads from the book of Isaiah, illustrating the synagogue's function as a place of study and teaching.

Another educational institution referenced in the New Testament is the school of Tyrannus. In Acts 19:9, it is mentioned that Paul taught daily in the lecture hall of Tyrannus during his time in Ephesus. This school was likely a private institution where philosophical and intellectual discussions occurred. It allowed Paul to engage with Jews and Greeks, discussing the Gospel and the teachings of Jesus Christ.

Additionally, the New Testament also mentions discipleship as a form of education. Jesus Christ established a distinctive educational institution by selecting and training the twelve apostles, as Jesus went out and recruited students, by training them in "Kingdom Principles" and then sent the students out to live a life of service and sacrifice as they witnessed and ministered in their communities. In Matt 10:1-4, Jesus calls his disciples, teaching them and preparing them to continue his ministry. Through this intimate and personalized education, Jesus imparted his teachings, values, and mission to his followers.

The New Testament provides glimpses into various educational institutions of the time, such as synagogues, the school of Tyrannus, and the discipleship model established by Jesus. These institutions played significant roles in transmitting knowledge, fostering spiritual growth, and nurturing a sense of community. The examples and scriptural references found in the New Testament shed light on the educational practices and environments during that era, contributing to a deeper understanding of the intellectual and spiritual development in the early Christian communities.

Educational Pedagogy

In studying the educational methods and instructional approaches found in the New Testament, valuable insights are gained into the pedagogy employed by Jesus Christ and the early Christian community. The New Testament presents a multifaceted approach to teaching, encompassing various techniques and strategies to convey spiritual truths and foster transformative learning experiences.

One prominent method utilized by Jesus is the use of parables. Parables are succinct narratives that employ familiar and relatable elements from everyday life to convey deeper spiritual truths. For example, in the Parable of the Two Debtors (Luke 7:36-50), Jesus uses a story about two debtors, the one owing a vast debt and expected much mercy from his moneylender, yet he was not prepared to forgive his own debtor and show mercy to him, even though he owed him an insignificant amount. Through this approach, Jesus engages his audience, encourages reflection, and promotes active participation in the learning process.

Another instructional approach found in the New Testament is question-and-answer dialogue. Jesus frequently dialogues with his disciples and others, employing probing questions to stimulate critical thinking and self-reflection. In Matthew 16:13-20, Jesus asks his disciples, “Who do people say that the Son of Man is?” and follows up with the more personal question, “But who do you say that I am?” This technique prompts individuals to examine their beliefs and deepen their understanding through introspection and active engagement.

Furthermore, the New Testament emphasizes experiential learning through discipleship and personal example. Jesus selected a group of disciples he mentored and trained through daily interactions and practical demonstrations of his teachings. In John 13:14-15, Jesus washes his disciples’ feet, exemplifying humility and servant

leadership. This hands-on approach allowed the disciples to observe and imitate Jesus' actions, fostering transformative learning experiences and facilitating the internalization of moral and ethical values.

The New Testament showcases many educational methods and instructional approaches that Jesus Christ and the early Christian community employ. These methods include parables, question-and-answer dialogue, and experiential learning through discipleship. Through studying and reflecting upon these pedagogical techniques, valuable insights can be gained into effective teaching strategies that nurture spiritual growth, critical thinking, and moral development.

Educational Curriculum

As a foundational text of Christianity, the New Testament offers valuable insights into the educational curriculum employed during the time of Jesus and the early Christian communities. Within its pages are examples of teaching methods, instructional content, and the significance of education in shaping believers' spiritual and moral development. The curriculum outlined in the New Testament encompasses various aspects of knowledge and spiritual formation, encompassing both theological doctrines and practical guidance for daily living.

One prominent aspect of the New Testament curriculum is the emphasis on the teachings of Jesus Christ. Through parables, sermons, and dialogues, Jesus imparted profound lessons to his disciples and the wider audience. For instance, in the parable of the Prodigal Son (Luke 15:11-32), Jesus taught about God's endless forgiveness for his runaway children, while He also emphasized the extent to which that forgiveness inspires peevishness among those who never were prodigals. This narrative conveyed moral principles and encouraged listeners to reflect on their attitudes and behavior.

In addition to Jesus' teachings, the New Testament contains various epistles or letters written by early Christian leaders such as Paul, Peter, and James. These letters were instructional texts guiding believers in faith, ethics, and community life. For example, in the Epistle of James, the author addresses social justice, self-control, and the power of words. James 1:27 highlights the integration of both practical and spiritual instruction within the New Testament curriculum.

Furthermore, the New Testament records instances of formal teaching and learning environments. In Acts 19:9, it is learned that Paul lectured daily in the hall of Tyrannus, discussing and debating matters of faith and philosophy with both Jews and Greeks. This example suggests that structured educational settings existed within early Christian communities, where individuals could engage in intellectual discourse and receive systematic instruction.

The educational curriculum found in the New Testament encompasses a rich array of teachings, exemplified through the words and actions of Jesus and the epistles written by early Christian leaders. It emphasizes the integration of moral, spiritual, and practical instruction, guiding believers in faith, ethics, and communal living. The New Testament's teachings provide a valuable foundation for contemporary Christian education, offering timeless principles that can shape the character and worldview of individuals in formal or academic settings today.

Ellen G White on Education

This section focuses on exploring various educational aspects associated with the writings of Ellen G. White. Encompassing the educational environment described by E. G. White, the purpose of education, institutions, methods of instruction, pedagogical approaches, and the curriculum elucidated in the writings will all be included.

Educational Environment

E. G. White contributed significantly to the realm of religious literature and education. Her writings, encompassing various topics, including theology, spirituality, and practical living, also shed light on the prevalent educational environment during her time. White's works demonstrate a unique setting, nature, and context of education that emphasizes moral development, character building, and a holistic approach to learning.

In White's writings, the educational environment often occurs within religious or faith-based institutions. For instance, in her book *Education*, she discusses the importance of establishing schools where students can be nurtured spiritually.¹ White emphasizes integrating religious principles into the curriculum, believing that true education goes beyond knowledge acquisition and must encompass character development and a solid moral foundation.² In this context, the educational environment becomes a space where students gain intellectual understanding and cultivate values, ethics, and a sense of purpose.

Furthermore, White's writing highlights the nature of education as a transformative and lifelong process. She advocates a student-centered approach recognizing each individual's unique needs, abilities, and talents. White emphasizes the importance of practical skills alongside academic knowledge, urging educators to balance theory and practice. She also emphasizes the value of experiential learning, encouraging students to engage in hands-on activities that promote critical thinking, problem-solving, and creativity. By emphasizing a comprehensive and well-rounded

¹ Ellen Gould Harmon White, *Education* (Mountain View, CA: Pacific Press Publishing Association, 1903), 22, 33.

² White, *Education*, 1, 13, 16, 17, 30, 41, 51, 84, 96, 101, and 225.

education, White's writings reflect an educational environment that aims to prepare students for a purposeful life beyond the classroom.

The context in which White wrote about education reflected her time's social and cultural conditions. When White wrote in the late 19th and early 20th centuries, the Industrial Revolution transformed societies and economies worldwide. This era witnessed rapid technological advancements, urbanization, and the rise of modern education systems. In response to these changes, White advocated for an education to address individuals' spiritual and moral needs within an increasingly secular and materialistic society. Her writings were a response to the prevailing educational theories and practices of the time, challenging the narrow focus on intellectual development and calling for a more holistic and value-centered approach.

E. G. White's writings on education provide insights into a unique educational environment that emphasizes spiritual development, character building, and a holistic approach to learning. Her works underscore the significance of integrating religious principles, fostering practical skills, and recognizing students' individuality. The context in which White wrote reflects the societal changes of her time, urging educators to respond to individuals' spiritual and moral needs within a rapidly evolving world. By considering White's insights, contemporary educational theorists and practitioners can draw inspiration from her emphasis on students' comprehensive growth and transformation within a purposeful and value-centered educational environment.

Education's Purpose

E. G. White placed significant emphasis on the purpose of education and its role in the holistic development of individuals. White's writings on education

revolved around the idea that education should encompass not only the acquisition of knowledge but also the formation of character and the cultivation of practical skills.

White believed that education should go beyond merely transmitting facts and information. In her book *Education*, she stated, “The very best education is that which will train students to be thinkers and not mere reflectors of other men’s thought.”³

White argued that true education should foster critical thinking, intellectual curiosity, and the ability to evaluate ideas independently. Rather than relying solely on memorization and regurgitation of information, students should be encouraged to learn, ask questions, and seek answers actively.

Furthermore, White emphasized the importance of character development in education. She believed education should cultivate moral values, promote empathy, and instill a sense of responsibility towards others. In her writings, she stated, “True education means more than pursuing a certain course of study. It means more than preparation for the life that now is. It has to do with the whole being and the whole period of existence possible to man.”⁴ According to White, education should strive to shape individuals who are knowledgeable but also compassionate, ethical, and committed to the well-being of their communities.

White’s ideas on education find resonance in her own life and work. As a writer, she used her educational background to advocate for social reform, health principles, and religious teachings. Through her numerous writings, such as *Steps to Christ* and *The Ministry of Healing*, White sought to educate and inspire readers, providing them with knowledge and guidance for personal growth and spiritual development.

³ White, *Education*, 17.

⁴ *Ibid.*, 13.

E. G. White's writings on education highlight the multifaceted purpose of education, encompassing intellectual growth, character formation, and service to others. Her emphasis on critical thinking, moral values, and practical skills remains relevant even in contemporary academic discussions. By incorporating these principles into educational systems, individuals can strive to develop qualities that include knowledge, compassion, responsibility, and the capability to impact society positively.

Educational Institutions

E. G. White played a significant role in shaping the educational landscape of her time. Through her extensive writings, White emphasized the importance of holistic education encompassing an individual's intellectual, physical, and spiritual aspects. Her work provided insights and guidance on establishing educational institutions focused on character development, practical skills, and moral values.

One notable example of an educational institution mentioned in E. G. White's writings is Battle Creek College, later called Emmanuel Missionary College. In her book *Education*, White highlights the need for a comprehensive education combining academic knowledge and practical training. Battle Creek College, founded in 1874, aimed to provide students with a well-rounded education that nurtured their intellectual abilities while emphasizing the importance of manual labor and practical skills. The institution's curriculum included science, literature, agriculture, and health sciences, reflecting White's belief in integrating practical and academic education.

Another example of an educational institution influenced by E. G. White's writings is Avondale College, located in Australia. In her book *Counsels to Parents, Teachers, and Students*, White stressed the significance of educational institutions that promote a balanced development of the mind, body, and spirit. Established in 1897,

Avondale College embraced this philosophy by offering a holistic education grounded in Christian principles. The college's curriculum encompassed various disciplines, including theology, arts, sciences, and practical skills. White's writings on the importance of moral and spiritual education greatly influenced the ethos of Avondale College, shaping it into a renowned institution known for its emphasis on character development and service to others.

E. G. White's writings on education inspire educational institutions worldwide, with her principles resonating across different cultural and religious contexts. Her vision of education, characterized by integrating practical skills, intellectual growth, and moral values, remains highly relevant in contemporary pedagogy and curriculum design discussions. The educational institutions influenced by her writings serve as a testament to her enduring impact on the field of education, and their commitment to holistic development stands as a tribute to her influential ideas.

Educational Pedagogy

E. G. White made significant contributions to the field of education through her writings. White's educational methods and instructional approaches, commonly called pedagogy, continue to influence educators and scholars today. Her works emphasize the holistic development of individuals, encompassing intellectual, physical, and spiritual aspects. White's pedagogy focuses on integrating knowledge and character formation, aiming to foster well-rounded individuals who are not only academically proficient but also possess strong moral values and a sense of social responsibility.

One of the critical instructional approaches advocated by White is the principle of "learning by doing." According to this approach, students actively engage

in hands-on experiences to reinforce their understanding of concepts and skills. White believed that practical application and experiential learning enhance students' comprehension and help them internalize knowledge effectively. For instance, in her book *Education*, she highlights the importance of manual labor and the inclusion of practical work in educational settings. By engaging in gardening, woodworking, or domestic tasks, students develop valuable skills, learn discipline, and cultivate a sense of industry.

Another instructional approach, E. G. White emphasizes, is integrating faith and learning. White believed religious principles should be interwoven throughout the curriculum, enabling students to develop a comprehensive worldview that harmonizes spiritual and academic aspects. She argued that proper education extends beyond the acquisition of knowledge and encompasses the formation of character and the development of moral values. In her book *Counsels to Parents, Teachers, and Students*, White states, "The great work of parents and teachers is character building-- seeking to restore the image of Christ in those placed under their care. Knowledge of the sciences sinks into insignificance beside this great aim, but all true education may be made to help develop a righteous character. Character formation is a lifetime's work, and it is for eternity."⁵ This emphasis on character formation and spiritual growth underscores the holistic nature of White's pedagogy.

White's educational methods and instructional approaches resonate with educators today, inspiring them to adopt a well-rounded and holistic approach to education. Her emphasis on experiential learning and integrating faith and learning aligns with contemporary educational theories and practices such as project-based

⁵ Ellen G. White, *Counsels to Parents, Teachers, and Students* (Mountain View, CA: Pacific Press Publishing Association, 2011), 61.

learning, service learning, and character education. By incorporating practical experiences, fostering moral values, and promoting spiritual development, educators can create an educational environment that nurtures the whole person, equipping students with the knowledge, skills, and values necessary for success.

Educational Curriculum

Ellen G. White was a prominent figure in the early Seventh-day Adventist Church (SDA) and an influential writer on religious and educational topics. Her writings have had a lasting impact on the development of the Adventist educational curriculum. White's educational philosophy emphasized a holistic approach to education, integrating religious principles with academic learning. Her ideas continue to shape Adventist educational institutions worldwide, promoting a balanced curriculum that combines intellectual growth, moral character development, and spiritual formation.

One key aspect of White's educational curriculum is the integration of religious values across all subjects. She believed a comprehensive education should focus on intellectual knowledge and developing moral character and spiritual values. For example, in her book *Education*, White emphasized the importance of teaching students about God's love and the principles of justice and mercy in the context of science, history, and literature. By incorporating religious principles into academic subjects, White aimed to nurture students' spiritual growth while equipping them with knowledge and critical thinking skills.

Furthermore, White advocated for a balanced education encompassing intellectual pursuits, practical skills, and physical development. In her writings, she highlighted the importance of vocational training and the acquisition of practical skills alongside academic learning. For instance, in *Counsels to Parents, Teachers, and*

Students, White encouraged the establishment of manual training schools where students could gain practical skills in agriculture, carpentry, and other trades.⁶ By incorporating hands-on learning experiences, White believed students would develop a well-rounded education, preparing them for intellectual and practical life challenges.

References to support these ideas can be found in E. G. White's various writings, particularly in her books *Education* and *Counsels to Parents, Teachers, and Students*. These works provide detailed insights into her educational philosophy and the principles that guided the Adventist academic curriculum.

Ellen G. White's writings have significantly impacted the educational curriculum found in the SDA Church. Her emphasis on integrating religious values across all subjects, promoting practical skills alongside academic knowledge, and nurturing the holistic development of students has shaped Adventist educational institutions. By incorporating her principles, Adventist schools aim to provide a comprehensive education that fosters intellectual growth, moral character development, and spiritual formation.

Master Teacher

The fourth section will explore the diverse educational facets within the context of the "Master Teacher." This section's analysis will derive from two distinct viewpoints: "The Teachings of the Master" and "The Master's Approach to Teaching."

Master's Teachings

In the New Testament, Jesus imparts many teachings that possess profound relevance across various dimensions of human existence. These teachings,

⁶ White, *Counsels to Parents*, 146.

documented in the Gospels, encompass a broad spectrum of principles and values that have enduring implications for individuals and communities. Presented here are selected teachings of Jesus, each conveying a distinct message that fosters personal growth, ethical conduct, and spiritual development.

One of Jesus' initial teachings involves fundamentally transforming individuals' lives. This message is articulated in his inaugural public proclamation, recorded in Matthew 4:17, where he underscores the concept of repentance. Repentance, at its core, involves a radical shift in one's life trajectory and a redirection towards a new path. Jesus invites individuals to emulate his example and become his disciples, as stated in Matthew 4:19, signifying his charismatic influence upon those who follow him.

In Matthew 5:11-12, Jesus addresses the issue of persecution and advises his followers to rejoice when they encounter mockery due to their faith. He acknowledges the challenges and opposition of those who identify as Christians, emphasizing the importance of steadfastness in one's beliefs, even in the face of adversity. Additionally, Jesus encourages his disciples to let their virtuous actions shine before others, underscoring the significance of gaining a reputation for benevolence (Matt 5:16).

Jesus highlights the significance of reconciliation and the mending of broken relationships. In Matthew 5:23-25, he advises individuals who bear conflicts with others to seek reconciliation before approaching God. This teaching emphasizes resolving personal conflicts and fostering harmonious relationships as prerequisites for spiritual growth.

Moreover, Jesus emphasizes the value of moral conduct and integrity. In Matthew 5:28-30, He instructs individuals not to indulge in lustful desires, utilizing

hyperbolic language to highlight the imperative of resisting immoral inclinations. Furthermore, He encourages individuals to maintain their word and be trustworthy, thereby preventing the need for excessive promises (Matt 5:37).

Another notable teaching of Jesus is the command to turn the other cheek (Matt 5:39). Despite its challenging nature, this directive advocates for non-retaliation. It dissuades the pursuit of revenge when wronged. Jesus accentuates the significance of going beyond expectations in assisting others, as depicted in Matthew 5:41-42, further highlighting the virtues of selflessness and generosity.

One of the most distinctive teachings of Jesus is the command to love one's enemies, as articulated in Matthew 5:44-46. This teaching diverges from conventional societal norms and underscores the transformative power of love and forgiveness. Jesus encourages his followers to pray for their enemies, emphasizing the profound impact of compassionate actions.

In Matthew 5:48, Jesus presents an idealistic command for individuals to aspire to a life characterized by grace and generosity, mirroring the divine attributes of God. While attaining perfection may be unattainable, this teaching urges individuals to embody kindness and generosity in their interactions.

Jesus emphasizes the importance of genuine and modest acts of generosity. Rather than seeking attention and recognition, He advises his disciples to give quietly and without fanfare in Matthew 6:1-18. This teaching underscores the value of humility and sincere intentions when extending help to others.

The teachings of Jesus also extend to matters of eternal significance. In Matthew 6:19-21, He cautions against prioritizing worldly possessions and urges individuals to invest in eternal values, such as nurturing relationships and demonstrating compassion towards others. Jesus advises his followers not to worry

about material needs but to prioritize seeking God's kingdom, trusting His provision (Matt 6:31-33).

Jesus admonishes his followers not to judge others in Matthew 7:1-3, emphasizing the importance of humility and self-reflection instead of passing judgment upon others.

Another teaching underscores the importance of not reducing sacred mysteries to mere slogans. In Matthew 7:6, Jesus cautions against trivializing profound spiritual truths by attempting to render them simplistic or catchy. Such trivialization diminishes the sacred nature of these mysteries and invites disrespect.

Jesus encourages believers to approach God directly and without reservation, assuring them that they can freely ask, seek, and knock for their needs (Matt 7:7-8). By discouraging the practice of bargaining with God, Jesus advocates for a sincere and straightforward approach to prayer.

The "golden rule" encapsulates another well-known command of Jesus (Matt 7:12). It urges individuals to treat others as they would like to be treated. If universally embraced, this principle can transform the world for the better.

Jesus warns against seeking shortcuts or easy paths to God in Matthew 7:13-14. Rejecting the allure of quick-fix formulas for a successful life, he emphasizes the arduous and focused journey toward a fulfilling and meaningful existence.

In Matthew 7:15-16, Jesus instructs his followers to exercise discernment and vigilance, cautioning them about false teachers and deceptive leaders who may possess charisma but lack genuine character. He urges believers to prioritize the integrity and authenticity of leaders, emphasizing that their actions and personal qualities hold greater significance than mere eloquence or charm.

Recognizing the need for more compassionate individuals, Jesus commands his followers to pray for more helpers (Matt 9:37-38). This teaching highlights the importance of selfless dedication to serving others for the greater good.

Jesus advises his disciples to be wise and considerate in sharing their faith, recognizing that not everyone will be receptive to the Gospel, as conveyed in Matthew 10:16. This teaching underscores the need for sensitivity and discernment when engaging with diverse audiences.

In Matthew 10:28, Jesus encourages his followers not to fear human intimidation or threats but to reserve their reverence for God alone, who possesses ultimate authority over their lives. This command emphasizes the importance of maintaining unwavering faith in adversity.

Jesus implores his listeners to attentively heed his words in Matthew 11:15, emphasizing the significance of actively listening and reflecting upon His teachings. An incredibly comforting command of Jesus is found in Matthew 11:28-30, where He invites those burdened and weary to find rest in him. Jesus's teaching encourages individuals to unburden themselves and find true freedom in him by offering relief from religious obligations and providing a path of grace and restoration.

The importance of honoring and respecting parents is stressed by Jesus in Matthew 15:4, recognizing the significance of familial relationships and filial piety. Jesus cautions against the pitfalls of a performance-based religious mindset in Matthew 16:6. He critiques the Pharisees and Sadducees, who prioritized rule-keeping as a means of salvation, and advises his followers not to adopt their hypocritical practices.

Jesus demonstrates his deep affection for children in Matthew 18:10, commanding his followers to value and embrace them rather than overlooking or

dismissing them. This teaching highlights the significance of nurturing and caring for the vulnerable and marginalized.

Promoting reconciliation and the restoration of broken relationships, Jesus provides a step-by-step guide for conflict resolution in Matthew 18:15-17. This teaching encourages believers to address conflicts with grace and seek healing and reconciliation in their interpersonal relationships.

Jesus emphasizes the importance of forgiveness in Matthew 18:21-22, where He challenges His disciples to extend limitless forgiveness to those who have wronged them. This teaching underscores the transformative power of forgiveness and cultivating a forgiving heart.

In Matthew 19:4-6, Jesus upholds the sanctity of marriage, affirming that what God has joined together should not be separated. This command underscores the sacred nature of marital unions and the commitment required to preserve them.

In Matthew 20:26-28, Jesus overturns conventional notions of greatness by instructing his disciples to prioritize servanthood. By illustrating this principle through washing his disciples' feet, Jesus emphasizes the importance of humility and selfless service.

Jesus confronts exploitation within religious institutions in Matthew 21, denouncing those who exploit worshipers for personal gain. He demands that the house of God be a place of prayer for all, exposing the improper practices that contradict its intended purpose.

In the face of challenges and trials, Jesus encourages his disciples not to doubt but to maintain unwavering faith in Matthew 21:21-22. He emphasizes the power of faith in overcoming obstacles and achieving what may seem impossible.

Respecting authority is underscored by Jesus in Matthew 22:19-21, where He urges individuals to fulfill their civic responsibilities while recognizing the distinct domains of earthly authority and divine authority.

The paramount importance of loving God is emphasized by Jesus when He summarizes the entirety of the law and prophets in Matthew 22:37-38. This teaching underscores the centrality of devotion to God as the foundation of a righteous life.

The second half of Jesus's summary of the law and prophets in Matthew 22:39-40 highlights the command to love others as oneself. This teaching encapsulates treating others with kindness, compassion, and respect. Jesus urges His followers to remain watchful and prepared for any eventuality in Matthew 24:42-44, emphasizing the need for vigilance and readiness.

In Matthew 26:26-28, Jesus institutes the Lord's Supper during his final meal with his disciples, commanding them to remember him. This teaching signifies the establishment of a commemorative feast that holds deep spiritual significance.

Jesus encourages His disciples to resist temptation and remain vigilant in prayer, as shown in Matthew 26:41. He underscores the importance of relying on God's strength to overcome spiritual challenges.

The Great Commission, as recorded in Matthew 28:19, is Jesus's final command to his followers. He charges them with the responsibility of baptizing believers in the name of the Father, Son, and Holy Spirit, symbolizing the initiation into a new life in Christ. This last instruction of Jesus further accentuates the importance of teaching others to follow his teachings and demonstrate the practices and postures he has imparted to them. This command emphasizes the continuity of Jesus's teachings through his disciples and the perpetuation of his legacy.

Contrary to the misconception that following Christ guarantees an easy life, Jesus teaches in Luke 9:23-25 that suffering is integral to discipleship. He calls His followers to embrace the cross they bear and find meaning and purpose in their suffering.

Jesus commands his followers to welcome and care for the marginalized and outcasts in Luke 14:12-14. This teaching reflects his compassion for the less fortunate and emphasizes the importance of inclusivity and social justice.

In Luke 12:15, Jesus warns against the perils of greed, cautioning his listeners to guard against all forms of covetousness. This teaching reminds believers that material possessions do not measure true life.

Jesus instructs his disciples to draw strength from the promised Holy Spirit in Luke 24:49. This teaching emphasizes the empowering role of the Holy Spirit in their lives, providing wisdom, courage, and spiritual guidance.

The command to be born of the Spirit, found in John 3:5-7, signifies the invitation to experience spiritual rebirth and transformation. This teaching highlights the need for a radical change in one's nature, facilitated by the Holy Spirit.

Jesus models humility and servant leadership by washing his disciples' feet in John 13:12-17. This act conveys the importance of humility, selflessness, and service in the lives of his followers.

In John 13:34-35, Jesus gives a new commandment to his disciples: to love one another as he has loved them. This teaching elevates the standard of love, emphasizing sacrificial and unconditional love as the defining characteristic of his followers.

Jesus promises the gift of the Holy Spirit as a constant source of guidance, comfort, and empowerment to his disciples in John 14:15-17. This teaching assures believers of the ongoing presence and support of the Holy Spirit in their lives.

In John 14:27, Jesus imparts his peace to his disciples, assuring them they need not be troubled or afraid. This teaching emphasizes the peace from a relationship with Christ and the assurance of his presence in times of turmoil.

The command to abide in Christ is conveyed in John 15:4-5. Jesus teaches that true life and spiritual fruitfulness come from a deep and intimate connection with him, emphasizing the importance of a vibrant and ongoing relationship.

Jesus commissions Peter to feed his sheep in John 21:15-17, symbolizing the responsibility to nurture and care for fellow believers. This teaching underscores the call to pastoral leadership and the importance of guiding and tending to the spiritual needs of others.

These teachings of Jesus encompass a range of themes and principles, including repentance, faith, love, forgiveness, humility, servanthood, prayer, and discipleship. They offer guidance and wisdom for navigating various aspects of life and embody a transformative vision of human existence rooted in God's love and grace.

Master's Teaching Method

In the *Ministry of Healing*, Chapter 9 (Teaching and Healing), Ellen G. White discusses discipleship by starting with the sending of the twelve disciples and later the seventy. She continues her account of discipleship under the following headings,

namely the “Work of the Disciples,” “Teaching Health Principles,” “A Broader Life,” “Little Opportunities,” and “Self-Supporting Missionaries.”⁷

Under the heading “Work of the Disciples,” she aptly formulates the method of making disciples, called Christ’s Method:

Christ’s method alone will give true success in reaching the people. The Savior mingled with men as one who desired their good. He showed His sympathy for them, ministered to their needs, and won their confidence. Then He bade them, ‘Follow Me.’⁸

In teaching and evangelism, the methods employed by Jesus Christ, the Master Teacher, hold significant importance and continue to inspire scholars and practitioners alike. “Christ’s Method” proved highly effective in reaching and transforming people’s lives. As elucidated by Ellen G. White in Chapter 9 of the *Ministry of Healing*, Christ’s Method epitomizes a holistic and compassionate approach to discipleship, encompassing not only the imparting of knowledge but also the demonstration of genuine care and empathy for individuals.

Unlike conventional teaching methodologies, which often relied on strict authority and didacticism, Jesus’ approach was marked by His involvement with people’s lives. He actively engaged with individuals from all walks of life, meeting them at their point of need and demonstrating a sincere desire for their well-being. By mingling with men and women as one who genuinely desired their good, Jesus established a rapport built on trust and compassion. This approach set Him apart and effectively allowed Him to minister to their physical, emotional, and spiritual needs.

Jesus’ teaching methods went beyond intellectual instruction; they encompassed a holistic understanding of human nature. Recognizing that individuals

⁷ Ellen Gould Harmon White, *The Ministry of Healing* (Mountain View, CA: Pacific Press Publishing Association, 1905), 139-160.

⁸ *Ibid.*, 143.

have diverse needs, Jesus ministered to the whole person, addressing their physical ailments, emotional struggles, and spiritual questions. Through His acts of healing, His words of comfort, and His teachings on matters of faith and righteousness, Jesus presented a comprehensive approach resonating with the most profound human heart's longings.

Central to Christ's Method was His ability to win the confidence of those He encountered. By demonstrating a genuine interest in people's lives and displaying empathy and understanding, Jesus created a safe space where individuals felt comfortable sharing their concerns and seeking His guidance. This relational aspect of His teaching was instrumental in fostering trust and openness, enabling individuals to embrace His message and respond to His call to discipleship.

Furthermore, Jesus' method of teaching emphasized the power of example. His own life served as a living testimony to the principles He taught. By embodying the truth and righteousness He preached, Jesus inspired His disciples and followers to emulate His example and adopt His teachings as a way of life. This transformative aspect of His teaching facilitated not only the intellectual comprehension of His message but also the integration of His principles into the daily lives of His disciples.

The enduring significance of Christ's Method lies in its relevance to contemporary educational and evangelistic endeavors. Combining intellectual instruction with genuine care, empathy, and a holistic approach to human needs remains a compelling model for effective teaching and discipleship. In academic and formal settings, Christ's Method principles call educators and evangelists to go beyond imparting knowledge and embrace a multifaceted approach that addresses individuals' physical, emotional, and spiritual well-being. By integrating compassion

and personal involvement into the teaching process, practitioners can create an environment conducive to learning, transformation, and the nurturing of discipleship.

Conclusion

This chapter emphasizes education's significant role in shaping individuals, societies, and cultures. Exploration of the Old Testament New Testament and insights from Ellen G. White uncover the profound historical and spiritual origins that underlie the value of education. The timeless wisdom contained in the Bible transcends religious boundaries, adding depth to the realm of education.

A comprehensive view of historical approaches is obtained by analyzing educational elements in various contexts—such as environment, purpose, methods, pedagogy, and curriculum. Each segment provides distinct insights, underscoring enduring principles that have guided generations and highlighting the constancy of intellectual and spiritual growth.

Within the section titled “The Master Teacher,” illumination is cast upon teachings and methods that direct educators in fostering knowledge, character, and values. This chapter emphasizes the sacred nature of education, interweaving knowledge, morality, and personal advancement. The interaction between age-old biblical texts and contemporary education underscores their lasting pertinence. These principles remain deeply rooted in the advancement of knowledge and societal improvement.

Ultimately, the unchanging significance of education, its theological underpinnings, and its role in shaping intellects and emotions are attested by this chapter. It promotes the pursuit of wisdom, encompassing insights from biblical sources, to cultivate a world that is enlightened, compassionate, and harmonious through the transformative potency of education.

CHAPTER 3

LITERATURE REVIEW

Several studies have considered the topics of Education and Study Skills from various theories, viewpoints, and circumstances.¹ This study will consider developing a study skills acquisition curriculum for “previously disadvantaged” learners.

Introduction

The literature review is thematically organized into an Introduction - focused on “Previously Disadvantaged” High School Learners’ awareness of Apartheid’s Legacy and the Apartheid Nationalist Government from 1948 to 1994, and the Legacy

¹ S. M. Chedzoy and R. L. Burden, “Marking Time or Moving on: Student Perceptions of School Life in Year 8 and Their Attributions for Their Success and Failure in Learning,” *Research in Education* 77, no. 1 (May 2007): 31-45; Karen Garber-Miller, “Playful Textbook Previews: Letting Go of Familiar Mustache Monologues,” *Journal of Adolescent & Adult Literacy* 50, no. 4 (December 1, 2006): 284-288; Susan Hallam and Judith Ireson, “Secondary School Teachers’ Pedagogic Practices When Teaching Mixed and Structured Ability Classes,” *Research Papers in Education* 20, no. 1 (March 2005): 3-24; Anna Hawrot, “Out-of-school Learning Assistance in Adolescence,” *Educational Psychology* 38, no. 4 (April 21, 2018): 513-534; Nancy E. Hill and Diana F. Tyson, “Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement,” *Developmental Psychology* 45, no. 3 (2009): 740-763; Tilly Mortimore and W. Ray Crozier, “Dyslexia and Difficulties with Study Skills in Higher Education,” *Studies in Higher Education* 31, no. 2 (April 2006): 235-251; Bolanle A. Ola and Olufemi Morakinyo, “Study Habits among Nigerian Secondary School Students with Brain Fog Syndrome,” *Mental Illness* 2, no. 1 (January 25, 2010): 6-10; Nirmala Rao, Barbara E. Moely, and John Sachs, “Motivational Beliefs, Study Strategies, and Mathematics Attainment in High- and Low-Achieving Chinese Secondary School Students,” *Contemporary Educational Psychology* 25, no. 3 (July 2000): 287-316; Andrew Trotter, “The Viking Journey,” *Education Week* 23, no. 35 (May 6, 2004): 42-48; Christian van Nieuwerburgh and Chloé Tong, “Exploring the Benefits of Being a Student Coach in Educational Settings: A Mixed-Method Study,” *Coaching: An International Journal of Theory, Research and Practice* 6, no. 1 (March 2013): 5-24; Els C.M. van Rooij and Ellen P.W.A. Jansen, “‘Our Job Is to Deliver a Good Secondary School Student, Not a Good University Student.’ Secondary School Teachers’ Beliefs and Practices Regarding University Preparation,” *International Journal of Educational Research* 88 (March 2018): 9-19; Xin Wei et al., “Special Education Services Received by Students With Autism Spectrum Disorders from Preschool through High School,” *The Journal of Special Education* 48, no. 3 (November 2014): 167-179; Jianzhong Xu, “Regulation of Motivation: Predicting Students’ Homework Motivation Management at the Secondary School Level,” *Research Papers in Education* 29, no. 4 (August 2014): 457-478; Jianzhong Xu and Hongyun Wu, “Self-Regulation of Homework Behavior: Homework Management at the Secondary School Level,” *The Journal of Educational Research* 106, no. 1 (January 2013): 1-13.

of Apartheid and Bantu Education. Study Skills section - covers the Definition of Learning, The Learning Process, Study Skills, and their impact on Academic Success. Buzan Mind Maps section - examines Tony Buzan's concept and benefits as a study tool. The paper concludes with a findings summary.

“Previously Disadvantaged”

This section aims to explain “Previously Disadvantaged” High School Learners by briefly considering the term “Apartheid.” Though Apartheid is a valuable research topic, it's more appropriate for a separate paper.² Many studies explore Apartheid through practical lenses, such as works by Allen, *Anti-apartheid Movement*, Butler, Du Bois, Dubow, Horrell, Giliomee, and Mandela³, which

² Reiland Rabaka, *Against Epistemic Apartheid: W.E.B. Du Bois and the Disciplinary Decadence of Sociology* (Lanham, MD: Lexington Books, 2010); Saul Dubow, *Apartheid, 1948-1994*, Oxford Histories, Oxford: Oxford University Press, 2014; Linda Chisholm, “Apartheid Education Legacies and New Directions in Post-Apartheid South Africa,” *Storia delle Donne* 8 (December 2012): 81-103, accessed July 30, 2023, <https://doi.org/10.1400/206619>; South African History Online, “Apartheid Legislation 1850s-1970s,” accessed December 31, 2021, <https://www.sahistory.org.za/article/apartheid-legislation-1850s-1970s>; University of KwaZulu-Natal, “Apartheid Legislation in South Africa,” accessed December 30, 2021, <https://scnc.ukzn.ac.za/doc/hist/apartheid%20legislation%20in%20south%20africa.htm>; John Allen, *Apartheid South Africa: An Insider's Overview of the Origin and Effects of Separate Development* (Lincoln, NE: iUniverse, 2005); Anthony Butler, *Democracy and Apartheid: Political Theory, Comparative Politics and the Modern South African State* (Basingstoke: Macmillan UK, 1998); Marius Roodt, *Economic Empowerment for the Disadvantaged – A New Framework through Which to Uplift the Poor*, Published by the South African Institute of Race Relations (IRR), February 15, 2011, accessed April 13, 2021, <https://irr.org.za/reports/occasional-reports/files/economic-empowerment-for-the-disadvantaged.pdf>; François Du Bois and Antje Du Bois-Pedain, eds., *Justice and Reconciliation in Post-Apartheid South Africa* (Cambridge, NY: Cambridge University Press, 2008); Nelson Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela* (Boston, MA: Little, Brown, 1994); Peter Limb, *Nelson Mandela: A Biography*, Greenwood Biographies (Westport, CT: Greenwood Press, 2008); George Marsh Fredrickson, *Racism: A Short History* (Princeton, NJ: Univeristy Press, 2003); Anti-apartheid Movement, ed., *Racism and Apartheid in Southern Africa: South Africa and Namibia: A Book of Data Based on Material* (Paris: Unesco Press, 1974); Nancy L. Clark and William H. Worger, *South Africa: The Rise and Fall of Apartheid*, 2nd ed. (Harlow, England, Longman, 2011); Stephen R. Davis, *The ANC's War against Apartheid: Umkhonto We Sizwe and the Liberation of South Africa* (Bloomington, IN: Indiana University Press, 2018).

³ Allen, *Apartheid South Africa*; Butler, *Democracy and Apartheid*; Du Bois and Du Bois-Pedain, *Justice and Reconciliation in Post-Apartheid South Africa*; Dubow, *Apartheid, 1948-1994*; Hermann Giliomee, *The Last Afrikaner Leaders: A Supreme Test of Power*, Reconsiderations in southern African history (Charlottesville, VA: University of Virginia Press, 2013), Kindle; Muriel Horrell and Dudley Horner, eds., *A Survey of Race Relations in South Africa 1973* (Johannesburg: South African Institute of Race Relations, 1974); Muriel Horrell, Dudley Horner, and Jane Hudson, eds., *A Survey of Race Relations in South Africa 28 (1974)* (Johannesburg: Institute of Race Relations,

comprehensively cover its history, implementation, and impact. The discussion will be divided into the following sections: Oblivious to Apartheid's Legacy, Apartheid Nationalist Government 1948-1994, and Legacy of Apartheid and Bantu Education.

Apartheid Obliviousness

The obliviousness to Apartheid's Legacy is profoundly troubling and evident in Mr. F. W. de Klerk's words and attitude. SABC reporter Manelisi Dubase interviewed him on February 2, 2020, which marked thirty years since Nelson Mandela's release from prison.⁴ Mr. De Klerk, the former President of South Africa, announced the unbanning of the ANC, SACP, and other liberation movements on February 2, 1990.⁵

In the interview, Dubase asked De Klerk if he agreed with the United Nations' statement that Apartheid was a crime against humanity and evil.⁶ Shockingly, the former president responded, "I don't fully agree. I am not justifying apartheid in any way whatsoever."⁷ This response is problematic since international treaties and

1975); Nelson Rolihlahla Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela* (London: Abacus, 1994), Kindle.

⁴ "Former President FW de Klerk on Unbanning of Political Parties and Mandela's Release," 2020, accessed April 16, 2021, <https://www.youtube.com/watch?v=VBE844vDkx4>.

⁵ Government of South Africa, "Address by the State President, Mr FW De Klerk, DMS, at the Opening of the Second Session of the Ninth Parliament of the Republic of South Africa, Cape Town, 2 February 1990 | South African Government," accessed April 16, 2021, <https://www.gov.za/address-state-president-mr-fw-de-klerk-dms-opening-second-session-ninth-parliament-republic-south-0>.

⁶ "Former President FW de Klerk on Unbanning of Political Parties and Mandela's Release."

⁷ Ibid.; Binoy Kampmark, "Outgrowing Apartheid: FW de Klerk," *EBSCOhost*, accessed April 20, 2022, <https://web.s.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=1eeba81f-33fd-49db-81a1-29b8390ce927%40redis>.

agreements, including the Rome Statute of The International Criminal Court, categorically state that Apartheid is a crime against humanity.⁸

The emotional reactions that followed De Klerk's answer underscore that many, mainly white beneficiaries of Apartheid, failed to grasp the sinister and criminal nature of the system. Some try to downplay its adverse effects by highlighting perceived positive aspects during Apartheid.⁹ While it's worth examining potential benefits for victims, it's essential to acknowledge the profound suffering endured by those affected without disregarding or minimizing their experiences. Neglecting their suffering can perpetuate the negative impacts of this historical system.

John Allen's reluctance to acknowledge the full extent of Apartheid's suffering is evident, as he argues that racism's roots don't solely lie in the Afrikaner government of 1948 and did not vanish with the ANC government in 1994.¹⁰ He contends that racism is not confined to South Africa and has a broader historical context.¹¹ However, his perspective contrasts with the prevailing international sentiment, which holds the Afrikaner government accountable for Apartheid racism.

⁸ "International Convention on the Suppression and Punishment of the Crime of Apartheid," *United Nations Treaty Collection*, last modified November 30, 1973, accessed July 26, 2021, https://treaties.un.org/Pages/showDetails.aspx?objid=0800000280035e63&clang=_en; International Criminal Court, "Rome Statute of the International Criminal Court, 1998," accessed July 26, 2021, https://legal.un.org/icc/statute/99_corr/cstatute.htm.

⁹ Deseret News, "De Klerk Denies Apartheid Was Crime against Humanity," *Deseret News*, Associated Press, Last modified October 31, 1998, accessed April 14, 2021, <https://www.deseret.com/1998/10/31/19409755/de-klerk-denies-apartheid-was-crime-against-humanity>; "De Klerk Says He Did Not Know Apartheid Was a Crime: Mbeki," *SABC News - Breaking News, Special Reports, World, Business, Sport Coverage of All South African Current Events. Africa's News Leader*, last modified February 17, 2020, accessed April 14, 2021, <https://www.sabcnews.com/sabcnews/de-klerk-did-not-know-apartheid-was-a-crime-mbeki/>; "FW de Klerk and the South African Row over Apartheid and Crimes against Humanity," *BBC News*, February 18, 2020, sec. Africa, accessed April 14, 2021, <https://www.bbc.com/news/world-africa-51532829>.

¹⁰ Allen, *Apartheid South Africa*, 3.

¹¹ *Ibid.*

Efforts to rationalize Apartheid should be avoided. Understanding its legacy comprehensively is crucial, considering the hardships endured by its victims under the regime's architects, implementers, and beneficiaries. Ignorance on this matter must be addressed responsibly to acknowledge historical realities.

Nationalist Government 1948-1994

The 1948 South African general election resulted in an unexpected "electoral shock," with the "Herenigde Nasionale Party" (Reunited National Party) emerging victorious, surprising its leader, 74-year-old Daniel François Malan, even more than his opponent, Prime Minister Jan Smuts. The triumph was particularly alarming considering the National Party's (NP) campaign slogan,¹² which emphasized exclusive benefits for the Afrikaner community,¹³ neglecting the welfare of South Africa's diverse ethnic groups.¹⁴ This marked the initial stages of the Apartheid regime.

Driven by anti-imperialistic sentiments and economic concerns during the elections, the Apartheid campaign focused on safeguarding Afrikaner power and rectifying the injustices of British imperialism.¹⁵ Malan's sentiments were clearly expressed when he proclaimed, "Today South Africa belongs to us once more. For the first time since Union, South Africa is our own, may God grant that it will always remain our own."¹⁶

¹² Butler, *Democracy and Apartheid*, 6.

¹³ Dubow, *Apartheid, 1948-1994*, 3.

¹⁴ *Ibid.*, 1-31.

¹⁵ *Ibid.*, 3.

¹⁶ *Ibid.*

Following their victory, the Nationalist Government enacted laws to enforce segregation, setting South Africa's Apartheid era apart from other instances of racial hatred. What distinguished this period was the systematic formalization of segregation through legislation by the National Party, which came into power in 1948.

Earlier segregation laws, such as The Natives Land Act of 1913 and The Natives (Urban Areas) Act of 1923, laid the groundwork for residential and land segregation. However, the key pillars of post-1948 Apartheid were the Population Registration Act, Group Areas Act, and Bantu Education Act.¹⁷

Legacy of Apartheid

Apartheid was a system of institutionalized racial segregation and discrimination in South Africa that lasted from 1948 to the early 1990s. The legacy of Apartheid still affects South Africa today, particularly in terms of income inequality, high levels of poverty, and unequal access to education and healthcare. The government has implemented various programs and policies to address these issues, but progress has been slow, and significant challenges remain. Additionally, many South Africans still experience prejudice and discrimination based on race, and there are ongoing debates about how best to address these persisting inequalities and heal the divisions caused by Apartheid.

In considering the legacy and devastating impacts, Cameron states that a legal framework made it possible to commit and get away with the atrocities of Apartheid. He described this framework as: "apartheid was a specifically legal system, whose injustices and indignities were enforced, in minute measure, by legal regulation."¹⁸

¹⁷ Allen, *Apartheid South Africa*, 1717.

¹⁸ Edwin Cameron, "Judges, Justice, and Public Power: The Constitution and the Rule of Law in South Africa," *Oxford University Commonwealth Law Journal* 18, no. 1 (January 2018): 82.

The system severely restricted black and “Coloured” individuals, denying them the right to vote, freedom of movement, skilled employment, and fundamental citizenship rights. It subjected them to criminalization for any actions beyond the confines of these oppressive laws, enforced with ruthless efficiency.¹⁹

Moketsi highlights Apartheid’s legacy of poverty in the educational environment.²⁰ Poverty led to insufficient housing and lacking essential human needs like electricity, water, sanitation, food, transport, and medical care.²¹

Bantu Education

The issue of Apartheid’s Bantu Education deserves special attention due to its enforcement through Acts No. 47 of 1953 and No. 90 of 1979, later replaced by Act No. 84 of 1996 on November 15, 1996.

From its inception in 1953, Apartheid’s Bantu Education aimed not to educate black and “Coloured” learners but to create a pool of unskilled or semi-skilled workers. Nelson Mandela, South Africa’s first democratically elected president, recalled how the Apartheid Minister of Native Affairs, Hendrik Frensch Verwoerd, intended to train black learners for menial work.²²

Research conducted by Nadine Moore revealed that Apartheid’s Bantu Education aligned with economic and workforce requirements. The Eiselen Commission recognized the need for a higher standard of Bantu Education. Still,

¹⁹ Cameron, “Judges, Justice, and Public Power,” 82.

²⁰ Moeketsi Letseka and Human Sciences Research Council, eds., *Student Retention & Graduate Destination: Higher Education & Labour Market Access & Success* (Cape Town, South Africa: HSRC Press, 2010), 39.

²¹ Colleen Downs, “Increasing Equity and Compensating Historically Academically Disadvantaged Students at a Tertiary Level: Benefits of a Science Foundation Programme as a Way of Access,” *Teaching in Higher Education* 15, no. 1 (February 1, 2010): 97-107.

²² Mandela, *Long Walk to Freedom*, 167.

black students demanded more education, while some white individuals argued it should focus more on practical skills and provided “too much schooling.”²³ Clark and Worger agreed with Mandela and Moore, confirming that the purpose was to produce compliant citizens and productive workers.²⁴

Dubow echoed these views, supporting the belief that Apartheid’s Bantu Education aimed to prepare black learners for manual labor. Dubow exposed the Act’s malicious intent by quoting Hendrik Verwoerd’s words from his introduction of the Bantu Education Act in June 1954.²⁵

The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above the level of certain forms of labour. Within his own community, however, all doors are open. For that reason it is of no avail for him to receive a training which has as its aim absorption in the European community, where he cannot be absorbed. Until now he has been subjected to a school system which drew him away from his own community and misled him by showing him the green pastures of European society in which he was not allowed to graze.²⁶

Apartheid’s Bantu Education was systematically engineered to deprive black and “Coloured” learners of academic opportunities. It served a malicious purpose, robbing generations of proper education and exploiting them as workers in South Africa.

²³ Nadine Lauren Moore, “In a Class of Their Own: The Bantu Education Act (1953) Revisited” (University of Pretoria, 2015), 10-11, accessed April 13, 2021, <http://hdl.handle.net/2263/53445>.

²⁴ Clark and Worger, *South Africa*, 52-55.

²⁵ Dubow, *Apartheid, 1948-1994*, 55.

²⁶ *Ibid.*, 55-56.

Drawing parallels, one might consider Apartheid a “*decretum horribile*” (dreadful decree), similar to John Calvin’s term for the doctrine of predestination.²⁷ The victims of Apartheid, often referred to as “previously disadvantaged learners,” could benefit from assistance in acquiring study skills for a proper and effective education.

Addressing Bantu Education’s Legacy

Chisholm’s observation, in conjunction with the advancements in inequitable spending, reduced fees for poor schools, school nutrition programs, expanded preschool attendance, near-universal compulsory schooling enrolments, and increased qualified teachers, highlights that despite these efforts, learning outcomes remain profoundly unsatisfactory.²⁸ To tackle the ramifications of Apartheid’s Bantu education, one proposed strategy involves imparting study skills to historically disadvantaged students while ensuring their access to educational resources and opportunities for further skill development and higher education.²⁹ The government, schools, and communities can all play a role in addressing the legacy of Apartheid in education.

²⁷ Louis Berkhof, *Systematic Theology*, new ed. (Grand Rapids, MI: W.B. Eerdmans, 1996), 87; Jean Calvin, *Institutes of the Christian Religion*, ed. John Thomas McNeill, The Library of Christian Classics (Louisville, KY: John Knox, 2008), 955-956.

²⁸ Chisholm, “Apartheid Education Legacies and New Directions in Post-Apartheid South Africa,” 97.

²⁹ Ibid., 95; Scott Everett Couper, “‘They Have Opened Their Doors to Black Children at Our Expense’: The Chronicle of Inanda Seminary during the 1990s,” *Historia* 59, no. 1 (January 2014): 88-117; Susan Gardner, “‘Progress through Learning’? Observations on English Education in Transkei, 1986,” *Africa Insight* 16, no. 3 (January 1986): 184-189; Henry D. Mason, “Evaluation of a Study Skills Intervention Programme: A Mixed Methods Study,” *Africa Education Review* 16, no. 1 (January 2, 2019): 88-105; Berendien Van Aswegen and Willem Schurink, “‘From the Worst to the Best’: An Exploratory Qualitative Study of the Process of Social Change at a South African Secondary School,” *SA Journal of Human Resource Management* 1, no. 3 (January 2003): 54-61.

The upcoming section will explore study skills, which will be examined through the following subtopics: Study Skills, Definition of Learning, The Learning Process, Essential Study Skill Elements, Tony Buzan, Buzan Mind Maps, Multiple Study Skills, Benefits of Buzan Mind Maps.

Study Skills

This section will consider Study Skills under the following headings: Learning, The Learning Process, Various Study Skills, and Study Skills and Academic Success. The following sources were selected for evaluating Study Skills under these four headings: Susan Ambrose, John Bransford, Tom Burns and Sandra Sinfield, and John Langan.

Definition of Learning

Ambrose claims learning is: “a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential for improved performance and future learning.” She argues that this process occurred because of the learners’ activities and involves a permanent change in the learners concerning their “knowledge, beliefs, behaviors, or attitudes.” Consequently, Ambrose claims that “learning is not something done to students, but rather something students themselves do.”³⁰

Although Ambrose highlighted several critical elements of learning and the responsibility of learners in the learning process, her understanding of learning needs to make mention of the various role players in the learning process. Role players in the immediate learning context could include the learner, immediate family (parents and siblings), and educators (family, friends, teachers, people of influence, media).

³⁰ Susan A. Ambrose, ed., *How Learning Works: Seven Research-based Principles for Smart Teaching*, The Jossey-Bass Higher and Adult Education Series (San Francisco, CA: Jossey-Bass, 2010), 3.

Further, Ambrose's understanding of learning ignored factors that could positively or negatively impact the learning process. These factors could be called the learning environment and could include the home of the learner, and the physical aspects of the learner (the health of the learner, and the diet of the learner). Ambrose proposes an expanded definition of learning, emphasizing its process-driven nature within a conducive environment and involving multiple role players. The outcome of this process is acquiring knowledge and skills, which, when appropriately applied in relevant contexts, enhance the learner's success and fosters improved performance and future learning potential.³¹

Burns and Sinfield agree with Ambrose in understanding learning as an active and interactive process. For them, learning is a dynamic cycle in which learners interact with ideas, peers, and educators, engaging in various processes such as acquiring, recording, organizing, comprehending, retaining, and applying new information and concepts. This cyclic nature underscores the learner's active engagement in the educational journey.³²

³¹ Ambrose, *How Learning Works*, 3.

³² Tom Burns and Sandra Sinfield, *Essential Study Skills : The Complete Guide to Success at University*, 4th ed. (London: SAGE, 2016).

The Learning Process

Recent developments and research (especially multidisciplinary, interdisciplinary, and transdisciplinary studies)³³ have exponentially advanced the knowledge, theories, and understanding of the learning process.³⁴

Research from cognitive psychology has provided invaluable insights into proficient functioning and theories of knowledge structure, forming the bedrock of learners' problem-solving abilities. Surprisingly, developmental psychology reveals that even young children possess a more extensive understanding of biology, physical sciences, mathematics, language, and individual purpose than previously thought. Consequently, advanced concepts and principles are now introduced earlier in their curricula.³⁵

The field of learning acquisition and transfer has yielded new principles (such as “Human Neural Development and Plasticity,” “Negative Consequences of Neural Malleability,” and “Intervention Efforts to Promote Neural Plasticity”³⁶) for organizing learning experiences and facilitating the application of knowledge in diverse contexts. Additionally, social psychology, cognitive psychology, and anthropology have unveiled the significant impact of worldview and culture on

³³ “Multidisciplinarity draws on knowledge from different disciplines but stays within their boundaries. Interdisciplinarity analyzes, synthesizes and harmonizes links between disciplines into a coordinated and coherent whole. Transdisciplinarity integrates the natural, social and health sciences in a humanities context, and transcends their traditional boundaries.” Bernard C. K. Choi and Anita W. P. Pak, “Multidisciplinarity, Interdisciplinarity and Transdisciplinarity in Health Research, Services, Education and Policy: 1. Definitions, Objectives, and Evidence of Effectiveness,” *Clinical and Investigative Medicine* 29, no. 6 (December 2006): 351-364.

³⁴ John Bransford, National Research Council (U.S.), and National Research Council (U.S.), eds., *How People Learn: Brain, Mind, Experience, and School*, expanded ed. (Washington, DC: National Academy Press, 2000), 3.

³⁵ *Ibid.*, 4.

³⁶ Richard L. Bryck and Philip A. Fisher, “Training the Brain: Practical Applications of Neural Plasticity from the Intersection of Cognitive Neuroscience, Developmental Psychology, and Prevention Science,” *American Psychologist* 67, no. 2 (2012): 4.

learning acquisition and transfer. Notably, empirical research in Neurosciences has shed light on how brain anatomy and physiology changes influence learning.³⁷

Collective research by cognitive and developmental psychologists and educators has deepened our comprehension of the nature of teaching and the diverse settings in which it occurs. Furthermore, technological advancements have revolutionized education, offering novel approaches and methodologies to enhance learner empowerment.

In the book *How People Learn: Brain, Mind, Experience, and School*, edited by John Bransford, disparities between experts and novices in the learning journey are explored. Experts can discern significant patterns within a knowledge domain due to their comprehensive and well-organized understanding. This contrasts with novices, who struggle with organization and context in their knowledge. Experts exhibit effortless retrieval of relevant information, a skill novices find challenging. However, expertise doesn't automatically translate into effective teaching.³⁸

Burns and Sinfield propose the SOCCOR acronym to encapsulate critical characteristics of the learning process. They emphasize that study skills are acquirable, stressing the importance of a comprehensive perspective akin to viewing from a helicopter. Creativity is deemed vital for all learners, a skill they should nurture. Proficiency in expressing knowledge through various means is highlighted, along with the development of emotional intelligence. Lastly, revisiting and reviewing study material is essential to maintain the learning process.³⁹

³⁷ Ton de Jong et al., *Explorations in Learning and the Brain: On the Potential of Cognitive Neuroscience for Educational Science*, Springer Science & Business Media, 2009; Bryck and Fisher, "Training the Brain."

³⁸ Bransford, National Research Council (U.S.), and National Research Council (U.S.), *How People Learn*, 31.

³⁹ Burns and Sinfield, *Essential Study Skills*, 11-14.

Essential Study Skill Elements

Practical study skills comprise essential components such as motivation, organized note-taking, study material summaries, time management, concentration techniques, memory strategies, examination preparation, writing techniques, reading approaches, learner well-being, and the significance of Buzan Mind Maps.⁴⁰

Subsequent sections will explore each element in detail. These diverse study skill elements foster the formation of effective habits and strategies, leading to improved learning outcomes and academic achievement.

Motivational skills. Motivational skills have become crucial in study skills, as they play a pivotal role in sustaining focus and commitment to academic endeavors, especially in the face of challenges. These skills encompass various components essential for academic success.⁴¹

One critical aspect of motivational skills is setting and achieving personal objectives. By establishing clear goals, students can stay motivated and focused on their academic pursuits, driving them toward success.⁴²

Maintaining a positive mindset is another significant component of motivational skills. Cultivating an optimistic outlook and self-belief empowers individuals to overcome obstacles and setbacks during their academic journey, enabling them to persevere and continue working diligently.⁴³

⁴⁰ Ambrose, *How Learning Works*; Bransford, National Research Council (U.S.), and National Research Council (U.S.), *How People Learn*; Burns and Sinfield, *Essential Study Skills*; Tony Buzan, Barry Buzan, and James Harrison, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life* (New York, NY: Pearson BBC Active, 2010).

⁴¹ Burns, *Essential Study Skills*, 19, 38, 42-43.

⁴² Burns, *Essential Study Skills*, 19, 38; Ambrose, *How Learning Works*, 70-74.

⁴³ Ambrose, *How Learning Works*, 76-77.

Intrinsic motivation is also vital. When individuals find fulfillment in learning and personal growth, they remain dedicated to their studies, driven by satisfaction and enjoyment.⁴⁴

Furthermore, leveraging extrinsic motivators can enhance motivational skills. Students are encouraged to strive for excellence and maintain focus by providing external incentives like rewards for specific achievements.⁴⁵

By honing and strengthening motivational skills, individuals can effectively navigate obstacles in their academic journey, leading to increased productivity and overall success in their studies. Recognizing the significance of motivational skills and actively working on their development dramatically benefits students in pursuing academic excellence.⁴⁶

Classroom note taking skills. Proficiently capturing comprehensive and well-organized classroom notes and creating concise summaries are essential study skills for students. Classroom notes are a comprehensive record of the topics, serving as a valuable reference for future study. They function as a resource and are vital in reinforcing understanding and aiding memory recall.⁴⁷

On the other hand, classroom summaries condense vast amounts of information into a more manageable form. This simplifies the review process, making

⁴⁴ Bransford, National Research Council (U.S.), and National Research Council (U.S.), *How People Learn*, 60-61.

⁴⁵ Ambrose, *How Learning Works*, 76-79.

⁴⁶ *Ibid.*, 66-90.

⁴⁷ John Langan, *Reading and Study Skills*, 9th ed. (New York, NY: McGraw-Hill Higher Education, 2010), 45.

comprehending key concepts and essential information easier. Summaries become a valuable tool for students to reinforce their understanding of the subject matter.⁴⁸

Through consistent practice, students establish a valuable resource to support their review and study efforts, leading to improved retention of information and enhanced performance on examinations. Actively taking notes also fosters engagement in the classroom, resulting in heightened focus and more profound comprehension of the subject matter.⁴⁹

The ability to capture comprehensive and well-organized classroom notes and create concise summaries is crucial for students. These skills serve as valuable references, aid in reinforcing understanding, facilitate efficient review, and promote active engagement in the learning process. Students can optimize their studies and achieve academic success by honing these skills.

Study materials summary skills. Creating concise summaries of study materials is vital for effective studying. This practice involves condensing extensive information from various sources like textbooks and articles into a more manageable format.⁵⁰

One significant advantage of summarizing is the time and effort saved. It allows for streamlined review and study of large amounts of information. By capturing key points and fundamental concepts, individuals can focus on essential elements and allocate their attention wisely.⁵¹

⁴⁸ Langan, *Reading and Study Skills*, 45.

⁴⁹ *Ibid.*, 51.

⁵⁰ Burns, *Essential Study Skills*, 65-66.

⁵¹ Langan, *Reading and Study Skills*, 48.

Furthermore, summarizing is a reinforcement tool, enhancing comprehension and aiding memory recall. This proves especially useful during exam preparations, enabling swift revision of crucial information and identifying areas that need further study.⁵²

Generating study material summaries is a valuable asset for improving efficiency and efficacy as a learner. By mastering this skill, individuals can optimize their learning process, enhancing academic performance and overall success.⁵³

Time management skills. Time management is a crucial academic study skill, enabling individuals to meet educational and personal commitments while caring for themselves. The practice involves several key components, starting with prioritization, where individuals assess task importance and urgency to allocate their time effectively. Breaking tasks into manageable steps helps systematically tackle complex assignments. Organizing schedules for optimal productivity is essential, with dedicated study time and avoiding distractions to stay focused and efficient.⁵⁴

Strong time management skills offer numerous benefits, including stress reduction by balancing study and personal life. This leads to a more relaxed and productive academic environment, improving academic performance. These skills are not limited to academics; they enhance productivity in work and extracurricular activities, fostering success and a sense of accomplishment.⁵⁵

⁵² Buzan, *Use Your Head: Innovative Learning and Thinking Techniques to Fulfil Your Potential*, 54-69.

⁵³ Ibid.

⁵⁴ Ambrose, *How Learning Works*, 88.

⁵⁵ Burns, *Essential Study Skills*, 27, 254.

Acquiring practical time management skills empowers individuals in their academic journey. They can navigate responsibilities with reduced stress and heightened performance while maintaining a balanced approach to life. By mastering time management, individuals optimize productivity, achieve goals, and experience overall well-being and success.⁵⁶

Concentration skills. Developing the ability to concentrate and focus the brain is of utmost importance in cultivating practical study skills. Concentration and focus are critical factors in retaining information, comprehending intricate concepts, and accomplishing tasks efficiently. Several techniques can enhance concentration and focus, including mindfulness, visualization, and memory exercises. These practices aid in training the brain to remain present and focused on the task at hand.⁵⁷

Creating an ideal study environment is equally crucial in bolstering concentration. Distractions like noise and visual clutter can impede effective concentration. Hence, it is advisable to establish a dedicated study space free from such distractions, fostering a serene and focused atmosphere.⁵⁸

Apart from environmental factors, maintaining a consistent study routine and schedule can significantly improve concentration and focus. A regular study routine conditions the brain to be primed for focused work during specific times, leading to heightened overall productivity. Furthermore, frequent breaks during study sessions prevent burnout and sustain motivation. Short breaks offer mental rejuvenation,

⁵⁶ Burns, *Essential Study Skills*, 27, 254; Langan, *Reading and Study Skills*, 73-86

⁵⁷ Langan, *Reading and Study Skills*, 87-93.

⁵⁸ Ibid.

preventing cognitive fatigue and enabling sustained focus and enhanced performance.⁵⁹

Students can significantly augment their academic performance by developing the ability to concentrate and focus. Improved concentration fosters increased productivity, allowing individuals to complete tasks more efficiently and effectively. Moreover, honing these skills positively impacts overall cognitive abilities and mental well-being. By cultivating concentration and focus, students can optimize their study experiences and achieve tremendous success in their academic pursuits.⁶⁰

Study method skills. Acquiring effective study methods plays a vital role in developing strong study skills. These methods encompass approaches used when preparing for exams, reviewing course material, and assimilating new information. A practical study method can significantly enhance efficiency and academic effectiveness while reducing stress and increasing confidence.⁶¹

Several proven study methods have been identified. One such method is active recall, which involves retrieving information from memory through verbalization or documentation. This reinforces comprehension and memory recall. Practice and repetition are also effective, involving repeated exposure to study material through practice problems, flashcards, or similar techniques to support learning.⁶²

Another recognized method is spaced repetition, which involves spacing out study sessions over time to leverage the brain's natural information processing and retention capabilities. The brain can consolidate and retain information more

⁵⁹ Langan, *Reading and Study Skills*, 87-93.

⁶⁰ Ibid.

⁶¹ Ibid., 95-114.

⁶² Ibid., 54, 95-114.

effectively by scheduling study sessions strategically at intervals. The method of elaboration focuses on establishing connections between new information and pre-existing knowledge, deepening comprehension, and enhancing memory recall.⁶³

In addition to these methods, Buzan Mind Map summaries have proven effective. Mind Maps are visual representations that help learners organize and connect information in a structured manner. Creating Mind Maps enables students to visually represent complex concepts, relationships, and ideas, enhancing comprehension and retention.⁶⁴

To achieve academic success and boost confidence, students should identify the study method that best suits their learning style and incorporate it into their regular study routines. Educators and institutions must promote the understanding and utilization of effective study methods to empower students in their educational journeys. By doing so, students can excel in their studies and achieve their full potential.

Memory skills. Memory's role in learning and retaining information is crucial for developing practical study skills and enhancing academic performance. This section explores strategies and lifestyle factors contributing to memory improvement.

One approach involves memory linkage and association systems, including number and name associations and the major memory system. Establishing connections between information pieces boosts memory and recall abilities.⁶⁵

⁶³ Langan, *Reading and Study Skills*, 54, 95-114.

⁶⁴ Buzan, *Use Your Head*; Buzan, *Use Your Memory*.

⁶⁵ Ambrose, *How Learning Works*, 40-54; Buzan, *Use Your Head*; Buzan, *Use Your Memory*; Langan, *Reading and Study Skills*, 115-117.

Active recall is another effective method for memory enhancement. By intentionally retrieving information through verbal or written means, understanding is reinforced, leading to better retention.⁶⁶

Practice and repetition are vital for memory improvement. Regular exposure to study material strengthens learning, and activities like solving problems and using flashcards reinforce memory retrieval pathways.⁶⁷

Spaced repetition leverages the brain's retention capabilities. Reviewing information at intervals promotes improved long-term memory and efficient learning.

Elaboration creates powerful memory connections. Relating new concepts to existing knowledge deepens understanding and aids long-term retention.⁶⁸

Mindfulness also contributes to memory enhancement. Cultivating mindfulness during studying improves concentration, reduces distractions, and optimizes memory encoding processes.⁶⁹

Maintaining a healthy lifestyle is crucial for memory function. Sufficient sleep, regular exercise, and stress reduction techniques positively impact memory and cognitive performance.⁷⁰

⁶⁶ Ambrose, *How Learning Works*, 40-54.

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Ambrose, *How Learning Works*, 40-54; Buzan, *Use Your Head*; Buzan, *Use Your Memory*; Langan, *Reading and Study Skills*, 115-117.

⁷⁰ Ambrose, *How Learning Works*, 40-54; Buzan, *Use Your Head*; Buzan, *Use Your Memory*; Langan, *Reading and Study Skills*, 115-117.

Individuals can significantly enhance memory capabilities and achieve academic success by implementing memory linkage, active recall, practice, spaced repetition, elaboration, mindfulness, and a healthy lifestyle.⁷¹

Memory retention. Memory retention is essential for successful learning and academic achievements. This section emphasizes its significance and explores strategies to enhance it. Active recall is a prominent technique that involves retrieving information from memory to strengthen comprehension and recall—writing or speaking about the material aids in solidifying understanding.⁷²

Practice and repetition are practical approaches involving exposure to the material through exercises like flashcards. This reinforces knowledge and encodes information into long-term memory. Spaced repetition optimizes memory retention by distributing study sessions over time, enhancing memory trace durability.⁷³

Elaboration is valuable in establishing connections between new knowledge and existing frameworks, fostering comprehension and recall. Relating further information to prior knowledge integrates concepts effectively.⁷⁴

Being fully present and focused mindfulness aids memory retention by enhancing concentration and reducing distractions during studying. Maintaining a healthy lifestyle is crucial. Adequate sleep, exercise, and stress management contribute positively to memory retention, creating an optimal cognitive environment.⁷⁵

⁷¹ Ambrose, *How Learning Works*, 40-54; Buzan, *Use Your Head*; Buzan, *Use Your Memory*; Langan, *Reading and Study Skills*, 115-117.

⁷² Buzan, *Use Your Head*; Buzan, *Use Your Memory*.

⁷³ Ibid.

⁷⁴ Ibid.

⁷⁵ Ibid.

Memory retention plays a vital role in learning and academic success. Strategies like active recall, practice, spaced repetition, elaboration, and a mindful and healthy lifestyle support effective memory consolidation and retrieval.⁷⁶

Exam preparations skills. Adequate exam preparation is essential for demonstrating abilities and achieving desired grades. To achieve this, several strategies can be employed. One such approach is creating a study schedule, dividing study time into manageable segments to cover subjects thoroughly. This fosters better time management, avoids last-minute cramming, and ensures comprehensive material coverage.⁷⁷

Regularly reviewing class notes and materials is another valuable strategy. Consistent revision reinforces understanding, enhances retention, and solidifies knowledge foundations. Frequent revisiting of material helps identify knowledge gaps and strengthens comprehension.⁷⁸

Practicing past exam questions is vital for familiarity with the format, question types, and effective answering strategies. This cultivates confidence and sharpens problem-solving skills, enabling individuals to adapt their approach accordingly.⁷⁹

Seeking assistance when needed is crucial during preparation. Clarifying doubts with teachers, tutors, or study groups delves deeper into complex topics, bolstering overall preparedness.⁸⁰

⁷⁶ Burns, *Essential Study Skills*, 269-274Ibid.

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Ibid.

⁸⁰ Ibid.

Maintaining organization and focus is vital. Minimizing distractions and organizing study materials systematically facilitate efficient information retrieval. A clutter-free and focused environment fosters concentration during study sessions.⁸¹

Incorporating these strategies into the study routine enhances exam preparation and performance. Prioritizing physical and mental well-being, sufficient sleep and stress management positively influence exam results. Self-care and effective study strategies create an optimal mindset and physiological state for optimal cognitive functioning during exams. By adopting these practices, individuals can improve exam performance and achieve academic success.⁸²

Exam writing skills. Practical exam writing skills are crucial for students to showcase their comprehension of course content and excel academically. This section explores strategies to aid students in writing during exams, enabling them to demonstrate their understanding and reach their academic goals.⁸³

Firstly, careful reading and understanding of exam instructions are essential. Analyzing instructions ensures that students address specific questions and adhere to guidelines.⁸⁴

Preplanning is valuable before commencing writing. Taking a moment to consider critical points and desired structure helps organize thoughts and present arguments effectively.⁸⁵

⁸¹ Burns, *Essential Study Skills*, 269-274.

⁸² Ibid.

⁸³ Ibid., 274-277.

⁸⁴ Ibid.

⁸⁵ Ibid.

Clarity and conciseness are paramount. Students must articulate ideas in an easily understandable language without ambiguity or unnecessary elaboration. To strengthen arguments, relevant evidence is necessary. Drawing from study materials, examples, facts, and references substantiate points and reinforce responses' validity.⁸⁶

Lastly, diligent proofreading plays a vital role. Identifying errors or omissions and rectifying them ensures the quality and accuracy of their work.⁸⁷

Implementing these strategies enhances exam writing skills and improves communication of course understanding. These skills are vital for achieving academic success and desired outcomes in examinations.

Reading skills. Practical study skills heavily rely on proficient reading and comprehension abilities, which are crucial for acquiring and retaining knowledge. Well-developed reading skills enable students to grasp complex concepts, engage critically with academic material, and excel in their educational endeavors. To enhance reading skills, this section presents strategies that optimize reading proficiency, facilitating efficient comprehension and retention of new information.⁸⁸

Previewing material before diving into the text provides an overview of the content, improving understanding and expectations regarding its scope and structure. Active reading involves proactive engagement with the text, like formulating questions, summarizing content, taking concise notes, cultivating critical thinking skills, and establishing more substantial connections with the information presented. Identifying key concepts, arguments, and facts is essential to navigate vast

⁸⁶ Burns, *Essential Study Skills*, 274-277.

⁸⁷ Ibid.

⁸⁸ Buzan, *Use Your Head*, 38-52; Buzan, *The Speed Reading Book*.

information effectively. Prioritizing main ideas allows readers to allocate attention more efficiently, leading to better comprehension.⁸⁹

Skimming and scanning techniques are valuable tools for efficient information retrieval. Flipping provides a general overview while scanning searches for specific details or information. Integrating these techniques helps readers navigate lengthy texts, promptly locating relevant sections and desired information. Active questioning while reading fosters a more profound understanding and retention of the material, engaging readers in a reflective thought process that solidifies comprehension and aids in synthesizing new knowledge.⁹⁰

Incorporating these strategies into regular reading routines significantly enhances reading skills, enabling students to comprehend, retain, and synthesize information efficiently. Additionally, periodic breaks to rest the eyes and maintain organized reading materials contribute to a positive reading experience. By actively honing their reading skills, students establish a strong foundation for lifelong learning and excel in their academic pursuits.⁹¹

Student well-being skills. In the quest for academic excellence, the well-being of students is of utmost importance. Nurturing their physical, emotional, and mental health is crucial for optimal academic performance and a healthy balance between academic and personal life. This section explores various strategies to promote student well-being, leading to improved academic achievements and overall life satisfaction.⁹²

⁸⁹ Buzan, *Use Your Head*, 38-52; Buzan, *The Speed Reading Book*.

⁹⁰ Buzan, *Use Your Head*, 38-52.

⁹¹ Buzan, *Use Your Head*, 38-52; Buzan, *The Speed Reading Book*.

⁹² White, *Education*, 195-172.

Ensuring a consistent sleep routine and adequate night rest is essential for boosting energy levels and maintaining focused attention. Quality sleep enables students to handle their academic workload effectively while safeguarding their well-being. A well-rounded and nutritious diet is indispensable for sustaining physical health and optimal energy levels, fueling cognitive functions and overall well-being.⁹³

Incorporating physical activity through exercise is instrumental in promoting physical health and reducing stress. Regular physical activity strengthens the body and enhances mental agility, fostering a positive mindset conducive to academic success. Implementing stress management techniques like mindfulness, meditation, or deep breathing exercises play a pivotal role in reducing stress levels and nurturing emotional well-being, helping students navigate academic challenges with resilience.⁹⁴

Building meaningful social connections through friendships, family relationships, or student organizations cultivates a supportive community that contributes to emotional well-being. These connections offer solace, encouragement, and a sense of belonging, fostering academic and personal growth. By integrating these strategies into their daily routines, students can effectively promote their well-being and achieve a healthy balance between academic and personal life. Seeking support from counselors, teachers, or healthcare providers when necessary is crucial for addressing challenges and further bolstering student well-being.⁹⁵

Recognizing student well-being as fundamental to study skills is imperative for academic success and maintaining a harmonious balance between academic and

⁹³ White, *Education*, 195-172.

⁹⁴ Ibid.

⁹⁵ Ibid.

personal life. Employing strategies such as prioritizing sleep, embracing a nutritious diet, engaging in physical activity, managing stress effectively, and building social connections significantly contributes to the holistic well-being of students. Students can optimize their academic performance and cultivate a fulfilling experience by actively pursuing these strategies and seeking support.⁹⁶

Buzan Mind Maps

The English author and educational consultant Tony Buzan revolutionized learning and information organization with Mind Mapping. His works like *Use Your Head* and *The Mind Map Book* had a lasting impact on enhancing cognitive abilities. Besides advocating for Mind Maps, Buzan wrote extensively on creativity, innovation, thinking skills, and memory improvement. Born in 1942, he dedicated his life to promoting learning, emphasizing the potential for developing thinking skills. Although he passed in 2019, his teachings inspire individuals worldwide to unlock their mental potential. This section explores Buzan's Mind Maps, their principles, benefits, and considerations, providing valuable insights into this powerful thinking tool.

Tony Buzan

An English author and educational consultant, Tony Buzan is renowned for popularizing Mind Mapping. Noteworthy works include *Use Your Head* (1974), *The Mind Map Book* (1995), *Speed Reading* (1999), *The Memory Book* (2003), *Master Your Memory* (2007), *The Power of Mind Mapping* (2008), *The Ultimate Introduction to NLP: How to Build a Successful Life* (2010), and *How to Mind Map: The Ultimate Thinking Tool That Will Change Your Life* (2017). These are just a few of his books,

⁹⁶ White, *Education*, 195-172.

as he's also covered creativity, innovation, thinking skills, and memory improvement.⁹⁷

Buzan's academic background comprised psychology, sociology, and education at the University of London. He later became a teacher and lecturer. In the 1970s, he originated the concept of Mind Mapping and subsequently authored numerous books, delivered lectures, and conducted workshops on the subject.⁹⁸ He founded the World Memory Championships to showcase exceptional memory abilities.

Buzan passionately advocated learning and education throughout his career, urging people to nurture their thinking skills and creativity. He firmly believed that everyone possessed the potential to enhance memory and cognitive capabilities.

⁹⁷ Jonathan Hancock, *Brilliant Memory Training: Stop Worrying About Your Memory and Start Using It to the Full!* (Harlow, England: Pearson Prentice Hall, 2011); Tony Buzan and Barry Buzan, *Embracing Change: Essential Steps to Make Your Future Today* (London: BBC Active, 2006); Tony Buzan, *Master Your Memory: More Inspiring Ways to Increase the Power of Your Memory, Focus and Creativity*, new ed. (London: BBC Active, 2006); Tony Buzan, Chris Griffiths, and James Harrison, *Mind Maps for Business: Revolutionise Your Business Thinking and Practice*, 2nd ed. (Harlow, England; New York: Pearson, 2014); Tony Buzan and Susanna Abbott, *Mind Maps for Kids: Max Your Memory and Your Concentration* (London: Thorsons, 2005); Tony Buzan, *Mind Maps for Kids: The Shortcut to Success at School* (London: Thorsons, 2003); Tony Buzan and Barry Buzan, *The Mind Map Book*, full-colour illustrated ed. (Harlow, England: BBC Active, 2006); Buzan, Buzan, and Harrison, *The Mind Map Book: Unlock Your Creativity, Boost Your Memory, Change Your Life*; Tony Buzan, *The Speed Reading Book: The Revolutionary Approach to Increasing Reading Speed, Comprehension and General Knowledge* (Harlow, England: BBC Active, 2007); Tony Buzan and Susanna Abbott, *The Ultimate Book of Mind Maps: Unlock Your Creativity, Boost Your Memory, Change Your Life* (London: Thorsons, 2006); Tony Buzan and James Harrison, *Use Your Head: How to Unleash the Power of Your Mind* (Harlow, England: Pearson, 2010); Buzan Tony, *Use Your Head: Innovative Learning and Thinking Techniques to Fulfil Your Potential* (New York: BBC (BBC Active), 2009); Tony Buzan, *Use Your Memory: Understand Your Mind to Improve Your Memory and Mental Power* (Essex: BBC Active, 2007).

⁹⁸ Buzan and Buzan, *The Mind Map Book*, 9.

On 13 April 2019, Tony Buzan passed away at 76. Nonetheless, his work and teachings inspire individuals worldwide, empowering them to unlock their minds' potential and achieve greatness.⁹⁹

Creating Buzan Mind Maps

Tony Buzan's Mind Maps, a technique for visualizing and organizing information, offers a powerful alternative to linear outlining. Using a central image or concept as the focal point, subtopics and annotations extend outward through radial branches. These maps prove valuable in cognitive tasks like note-taking, problem-solving, brainstorming, and idea generation.

What makes Mind Maps even more appealing is their accessibility. They can be created without significant financial resources or advanced technology. With just a blank sheet of A3 paper, colored pens, pencils, and imagination, effective Mind Maps can be crafted.

Adherence to Buzan's seven laws of mind maps empowers these maps as potent instruments. In this section, we'll delve into a detailed examination of these laws, understanding how they govern the construction and utilization of Buzan Mind Maps.

Buzan Mind Mapping's Seven Laws. The subsequent section will delve into the Seven Laws of Buzan Mind Maps, which constitute the core principles for creating effective mind maps. These laws encompass Central of the Page Focus, Vivid Central Image, Vibrant Colors, Connected Branches, Curved Lines, One Word per Branch, and Extensive Use of Pictures and Symbols.

⁹⁹ "Obituary: Tony Buzan, Educational Consultant Who Created the Mind Map Learning Technique | HeraldScotland," accessed May 14, 2023, <https://www.heraldscotland.com/opinion/17587183.obituary-tony-buzan-educational-consultant-created-mind-map-learning-technique/>; "Tony Buzan Obituary," May 14, 2023, sec. register, accessed May 14, 2023, <https://www.thetimes.co.uk/article/tony-buzan-obituary-wmfjtkk9>.

Central of the Page Focus. Material selection and page layout are crucial when creating a Buzan Mind Map. Choose an A3 paper without lines or markings (297 x 420 mm) instead of the standard A4 size (210 x 297 mm). The larger canvas provides more space for creativity.¹⁰⁰ Use landscape orientation, allowing the mind to spread freely in all directions, promoting organic and unconstrained thinking.¹⁰¹

Begin the Mind Map at the central region of the page, enabling spontaneous evolution in all directions.¹⁰² Starting too close to the edges may hinder expansion when adding new information. Prominent placement facilitates continuous growth, accommodating an ever-increasing flow of interconnected concepts and associations. Following these guidelines makes the Mind Map a powerful tool for creativity and exploration.¹⁰³

Vivid Central Image. The next step in Mind Mapping, the drawing of the Central Image is challenging for many who are new to Mind Mapping, as they are not used to drawing or don't like drawing. However, this vivid and distinct visual representation sits at the core of the Mind Map, encapsulating its focal theme.¹⁰⁴

Some individuals, opposed to the paradigm shift from linear writing to Mind Maps, resort to shortcuts, jotting down mere words in a block or shape. However, such approaches fail to meet the criteria of a genuine Central Image.¹⁰⁵

¹⁰⁰ Buzan and Abbott, *The Ultimate Book of Mind Maps*, 17.

¹⁰¹ Ibid.

¹⁰² Ibid.

¹⁰³ Ibid.

¹⁰⁴ Ibid., 17, 19.

¹⁰⁵ Buzan and Buzan, *The Mind Map Book*, 71-77.

According to Tony's definition, the Central Image must unequivocally crystallize the Mind Map's topic. This clarity helps avoid confusion where information from one Mind Map gets associated with another due to the absence of robust Central Images.¹⁰⁶

Students can enhance recall and memory by incorporating vibrant and impactful Central Images. Visual stimuli trigger associative connections and are easier to remember.

Drawing compelling Central Images engages numerous brain regions, capitalizing on cognitive faculties and forging connections between ideas.

The Central Image is essential in a Buzan Mind Map, representing the technique's power. Individuals might mistakenly believe Mind Maps are ineffective without a clear Central Image. Therefore, creating an evocative Central Image that vividly crystallizes the Mind Map's topic is crucial.

Vibrant Colors. Color in Mind Maps goes beyond aesthetics as it engages the brain stem's Reticular Activating Formation (RAF). The RAF consists of neurons connected to pathways facilitating communication between the brain and spinal cord, coordinating muscle activity, and regulating the autonomic nervous system. It is crucial for the reticular activating system (RAS) responsible for filtering and transmitting sensory information to the cerebral cortex.¹⁰⁷

Using a single color fails to stimulate the RAF, adequately reducing focus and attention diversion. Thus, employing a diverse color palette in Mind Maps becomes vital to sustain RAF engagement. Consistency within the color scheme is equally

¹⁰⁶ Buzan, *Use Your Head*, 98.

¹⁰⁷ Ian Peate, ed., *Fundamentals of Anatomy and Physiology Workbook: A Study Guide for Nursing and Healthcare Students* (Hoboken, NJ: John Wiley, 2017), 418; Anne Waugh, Allison Grant, and Janet S. Ross, *Ross and Wilson Anatomy and Physiology in Health and Illness*, 9th ed. (Edinburgh: Churchill Livingstone, 2001), 154.

critical; for instance, if a branch is blue, all sub-branches and associated words should be the same color. This coherence aids memory recall by highlighting relationships between color-coded branches and their content.

In Buzan Mind Maps, incorporating vibrant hues is recommended to maximize effectiveness. A rich color palette harnesses the RAF's attentional capabilities, promoting cognitive engagement and information retention.

Connected Branches. A Mind Map is a visual tool utilized to organize and summarize the topic of a study subject. The central image acts as the focal point, with branches extending, each representing a central idea with a single word.¹⁰⁸ The initial branches connected to the central image are thicker, emphasizing the main ideas for easy recognition.¹⁰⁹

The decision to connect the branches is based on the brain's capacity for making connections and applying the "Gestalt" principle. The brain naturally seeks to interpret incomplete stimuli holistically, striving to create coherence and closure. The Mind Map leverages this inclination by interconnecting the branches, capitalizing on the brain's tendency to complete patterns and associations.

This study embraces a visually appealing and cognitively efficient approach to organizing and highlighting main ideas. Incorporating the "Gestalt" principle and employing the Mind Map technique optimizes the brain's natural propensity for pattern recognition. As a result, individuals can readily comprehend the central concepts depicted in the Mind Map. The use of interconnected branches enhances

¹⁰⁸ Buzan and Abbott, *The Ultimate Book of Mind Maps*, 17.

¹⁰⁹ Ibid.

information retention and enriches the overall cognitive experience by leveraging the brain's neural processes.¹¹⁰

Curved Lines. This section discusses the cognitive advantages of using curved lines in a Buzan Mind Map compared to straight lines. Curved lines are primarily reserved for branches in this methodology. The process involves drawing a curved line and adding the corresponding word on the branch. The preference for curved lines is based on the belief that they engage the entire brain, unlike linear writing with uniform color and straight lines.

The choice of curved lines in the Mind Map methodology is rooted in recognizing its facilitation of holistic brain function. Individuals activate various cognitive faculties using curved lines, promoting comprehensive engagement throughout the mapping process. On the other hand, the exclusive use of straight lines presents challenges, hindering the desired shift from linear note-taking to the Mind Map approach. This could prompt a return to linear thinking patterns, compromising the Mind Map's effectiveness as a cognitive tool.¹¹¹

Curved lines in the Buzan Mind Map are more than an aesthetic choice; they deliberately harness the brain's multifaceted processing capabilities, facilitating a holistic cognitive experience. Therefore, straight lines should be used cautiously, reserved for exceptional circumstances rather than the norm. Adhering to the recommended employment of curved lines allows practitioners to exploit the Mind Map technique's cognitive advantages fully, enhancing their learning and information organization processes.

¹¹⁰ Buzan and Buzan, *The Mind Map Book*, 35, 46.

¹¹¹ Buzan and Abbott, *The Ultimate Book of Mind Maps*, 18.

One Word. The law governing Mind Mapping practice, limiting a single word per branch, is challenged significantly by novices. Transitioning from linear to non-linear methods poses a challenge for those accustomed to conventional writing. The fear of forgetting crucial information leads to transcribing every detail, resulting in repetitive rewrites rather than concise summaries. Distinguishing between rewriting and comprehensive summarization is vital.¹¹²

Using single-word branches offers another advantage - leveraging the brain's connection-making capacity and employing verbs (e.g., "run," "eat," "sleep") for action-oriented concepts and nouns (e.g., "boy," "chair," "school") for objects aids in expressing dynamic processes. Including relevant verbs and nouns in the branches is a crucial step.

A specific sequence is essential in constructing Mind Maps. Drawing lines for branches precedes writing associated words. Words should be inscribed directly on branches, not beside or beneath them. Longer words can be accommodated with extended lines and shorter words with shorter lines. By adhering to these guidelines, Mind Mappers optimize the effectiveness and clarity of their Mind Maps.

Pictures and Symbols. The importance of visual stimuli in cognitive processes, particularly memory formation, is well-recognized. Engaging with pictures ignites the imagination, leading to a cascade of thoughts and associations, underscoring the role of imagination in memory consolidation. Incorporating visual elements like pictures, images, and codes shows excellent promise in Mind Maps.

Using visual aids such as pictures and images not only improves memory retention but also engages the Reticular Activating System (RAS) for sustained focus. Employing various visual stimuli in the Mind Map can enhance cognitive efficiency

¹¹² Buzan and Abbott, *The Ultimate Book of Mind Maps*, 18.

and prevent mental drift by actively stimulating and maintaining the RAS in an alert state.

To create an effective Buzan Mind Map, it is recommended to extensively incorporate visual elements, including pictures or images at different hierarchical levels. This inclusive approach, encompassing both primary and subordinate branches, yields additional cognitive benefits, enhancing information organization and retrieval for improved memory recall and cognitive processing.

Integrating pictures and images within the Mind Map framework is potent for stimulating thought processes, imagination, and memory formation. By embracing visuals at multiple levels, individuals can optimize the efficacy of Mind Maps, leveraging the RAS's attentional capabilities for focused cognition. This strategic use of visuals holds excellent potential for cognitive enhancement and information processing, elevating the overall effectiveness of Mind Maps as mnemonic devices.

Buzan mind map definition. The Mind Map, originated by Tony Buzan, is a valuable technique for organizing and synthesizing information visually. It employs a central image to represent the main subject, with related themes branching out from it. Each branch incorporates a key image or word visually connected to the central image. Higher-level branches may include further branches for less significant topics, forming a cohesive nodal structure.

To create a Buzan Mind Map, one must follow Tony Buzan's seven laws to ensure alignment with his definition. By doing so, the Mind Map accurately captures the central image and organizes the main themes effectively, promoting comprehension and information retention.

Buzan mind maps benefits. Buzan Mind Maps have several advantages in academia. They visually represent information, aiding comprehension and memory.

Mind Maps promote creativity by connecting seemingly unrelated ideas, facilitating problem-solving and decision-making. They enhance time management by breaking tasks into smaller steps for better execution. Engaging both brain hemispheres improves memory retention and understanding. Additionally, Mind Maps foster collaboration and communication among team members, encouraging contributions and effective sharing of complex concepts.

Buzan mind maps disadvantages. Buzan Mind Maps have advantages but also drawbacks in academic contexts. One drawback is the time-consuming setup, as organizing information requires careful planning, especially for complex projects. Limited scalability is another limitation; as branches increase, mind maps become crowded and less comprehensible, affecting readability.

Moreover, mind maps might not be ideal for organizing extensive datasets or presenting information in a structured format, which is often required in academics. Some individuals may need help with the visual nature of mind maps, and they may prefer linear, text-based information, which could lead to interpretation challenges.

Collaborating on mind maps can be challenging for multiple users due to the need for seamless real-time collaboration features, hindering teamwork. Additionally, mind maps may only be universally suitable for some academic projects or activities, and alternatives might prove more effective.

Considering these disadvantages is crucial when deciding whether to use mind maps in academics, as they impact this visualization technique's effectiveness and suitability.

Conclusion

This chapter explores education, study skills, and Apartheid's impact on South Africa. It aims to develop a study skills curriculum for "previously disadvantaged" learners affected by Apartheid's Bantu Education policies.

The literature review covers the historical context, including government policies and the multifaceted legacy in economics, social dynamics, politics, religion, physical conditions, and healthcare. Addressing learners' challenges requires study skills and equal educational access. Bridging the gap between disadvantaged and privileged learners, promoting equitable education, and fostering skill development can lead to a just society. Incorporating a critical examination of Apartheid's history is vital for awareness, necessitating collaboration among government, schools, and communities for equal opportunities.

The study examines study skills, benefits, and integration of Buzan Mind Maps to empower learners' learning, performance, and lifelong skills. This work highlights inclusive education and study skills' role in mitigating Apartheid's impact on South African learners.

CHAPTER 4

METHODOLOGY

Within this chapter, the discourse centers on delineating the research methodology, considering the problem statement described in Chapter 1, founded upon the Theological Foundation expounded in Chapter 2 and informed by the literature review presented in Chapter 3.

Research Design

Leavy believes that in the same manner in which various structures of buildings will influence the building plan, in the same manner, diverse research purposes or goals lead to very different research designs.¹ The purpose of the research most definitely determines the direction and methodology of the research, and it could be one purpose or a combination of goals (e.g., categorical, community change or action, descriptive, evaluation, evocative, provoke, or unsettle, explanatory, explorative, interpretive, poetic, predictive, or structural).²

The research purpose leads to yet another choice: the selection of quantitative research, qualitative research, mixed methods research, arts-based research, community-based, or participatory research.³

¹ Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-based, and Community-based Participatory Research Approaches* (London: Guilford Press, 2017), 8.

² *Ibid.*, 5; Edgar J. Elliston, *Introduction to Missiological Research Design* (Pasadena, CA: William Carey Library, 2011); Frederick J. Wertz, ed., *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry* (New York, NY: Guilford Press, 2011), 5.

³ Leavy, *Research Design*, 9-10.

The purpose of the study, the research design, and the beliefs and values of the researcher combine in the selection of the philosophical approach, the selection of the area of study, the description, and the distribution of the study results, culminating in the underlying philosophy of the study.

This study adopts a Descriptive Qualitative research approach, grounded in the Interpretive Paradigm, and guided by the Theoretical school of Empiricism. The data collection method chosen for this research is focus group interviews, which fall under the genre of interview studies.⁴

Methodology

For this study, the researcher chose a qualitative rather than a quantitative method. In addressing the research problem of “previously disadvantaged” learners, it is vital to understand the study habits of the learners in Helderberg High School and why they engage in those specific study habits. This data would be imperative in developing a study skills acquisition seminar. Consequently, a qualitative method was selected for reaching the problem statement of this study.

Focus Group Research

Within the qualitative method, the focus group genre was selected to realize the qualitative method for this research. Focus group research is best suited for qualitative research to explore the attitudes, perceptions, opinions, and experiences of a group of individuals regarding a particular topic or issue.⁵ Focus groups allow the

⁴ Leavy, *Research Design*, 19.

⁵ Richard A. Krueger and Mary Anne Casey, *Focus Groups: A Practical Guide for Applied Research*, 5th ed. (Thousand Oaks, CA: SAGE, 2015), 30; Monique M. Hennink, *Focus Group Discussions: Understanding Qualitative Research* (Oxford: Oxford University Press, 2014), 1-3; Joan Hanafin, *Focus Group Research: A Short Guide* (s.l.: GreenBikeBooks, 2016), 53, Kindle.

researcher to observe and understand how participants interact with each other, how they discuss and negotiate their opinions, and how they build consensus or disagreement around a particular issue.⁶

Focus groups are instrumental when the researcher wants to explore group dynamics and social interactions among participants, which cannot be easily captured in individual interviews. Focus groups also provide a way to explore how shared experiences and social norms influence attitudes and behaviors.⁷

Focus group research will be the best-suited approach in researching the problem of “previously disadvantaged” learners to understand the study habits of the learners in the Helderberg High School and why they engage in the specific study habits, as this data would be imperative in developing a study skills acquisition seminar.

Research Rationale

Apartheid, officially dismantled in the early nineteen-ninety-ninety’s, imposed racial segregation and discrimination, particularly in education. Black and “Coloured” students were systematically denied resources, quality education, and equal opportunities, and these historical injustices continue to influence the present educational landscape. The prevailing repercussions of Apartheid on high school learners are evident in the persistent educational disparities in South Africa. Many “previously disadvantaged” students struggle to succeed in high school and face formidable challenges when pursuing higher education, with approximately fifty percent dropping out of university within their first year. This alarming statistic

⁶ Krueger and Casey, *Focus Groups*, 35; Hennink, *Focus Group Discussions*, 1-3.

⁷ Hanafin, *Focus Group Research*, 53.

emphasizes the urgent need to address the lasting impact of Apartheid on educational outcomes, which directly affects socioeconomic status and perpetuates cycles of poverty and inequality.

Recognizing education's pivotal role in personal growth and societal progress, particularly in breaking the cycle of poverty and inequality, it is imperative for "previously disadvantaged" learners to acquire practical study skills. To address these challenges, a project is underway at Helderberg High School in Somerset West, Cape Town, utilizing Christ's transformational method to develop, implement, and evaluate a study skills seminar. This initiative aims to empower learners by providing them with the tools and strategies needed to excel in education, ultimately helping them overcome the obstacles posed by the enduring legacy of Apartheid. Through this research project, we aspire to understand the current situation of "previously disadvantaged" learners and propose a study skills intervention that addresses educational disparities and the socio-economic consequences stemming from Apartheid, contributing to broader efforts to rectify historical injustices and provide these learners with a brighter future.

Appropriateness of Study

This research project is highly relevant and appropriate given the significant and persistent consequences of Apartheid in South Africa. The enduring legacy of Apartheid, which deprived black and "Coloured" high school learners of basic human necessities and proper education, has had a profound and lasting impact on these individuals. Despite the transition to democracy more than two decades ago, the distressing reality is that "previously disadvantaged" students continue to face formidable challenges in accessing and succeeding in high school education.

The statistic that 50% of those who manage to graduate with a bachelor's pass drop out of university within their first year underscores the urgency of addressing the lingering effects of Apartheid. These effects are considered a substantial factor contributing to the unfortunate reality faced by many South African students. The inability to break the cycle of socio-economic disadvantage and limited opportunities perpetuates the inequality that Apartheid imposed on these communities.

The study's appropriateness is evident in its alignment with the critical and pressing issue of the long-lasting effects of Apartheid on education in South Africa. It seeks to address a current, enduring, and significant problem that affects the socio-economic well-being and life prospects of a large portion of the population. By focusing on the development of study skills, this project aims to break the cycle of disadvantage and empower "previously disadvantaged learners" to achieve better outcomes, which ultimately contributes to the broader goals of equity and social progress in the country.

Population

The rainbow nation, as some refer to South Africa, has a population of approximately 51,770,560⁸ and eleven official languages, namely Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa, and isiZulu.⁹ South Africa is a country of diversity. These diversities include ethnic, culture, language, religion, political, social, educational, and economic. Antithesis is

⁸ Statistics South Africa, "Statistics South Africa"

⁹ Government of South Africa, "Constitution of the Republic of South Africa, 1996 - Chapter 1: Founding Provisions | South African Government," accessed January 23, 2017, <http://www.gov.za/documents/constitution/chapter-1-founding-provisions#5>.

another characteristic of South Africa; examples of antithesis are rich – poor, quality education – inadequate education, tolerant – intolerant, etc.

Many South African high school learners, especially “previously disadvantaged” learners, do not obtain success in high school. Of the fortunate ones that matriculate with a Bachelor’s Pass 50% will drop out of university in their first year.¹⁰ Apartheid’s legacy is one of the main contributing factors that caused this sad fact.

Inadequate finance and infrastructure cause thousands of schools without and others with insufficient electricity supply, water supply, ablution facilities, fencing, libraries, laboratories, computer centers, and sporting facilities. Faranaaz Vveriava shared the following statistics in a Guardian and Mail news article of September 2012:¹¹

According to the latest national education infrastructure management study released by the department of basic education in 2011, there are 24 793 ordinary public schools. It showed that:

- 3 544 schools have no electricity supply and 804 an unreliable electricity supply;
- 2 402 schools have no water supply and 2 611 an unreliable one;
- 913 schools do not have any ablution facilities, and 11 450 still use pit-latrines;
- 2 703 schools have no fencing;
- 79% are without any library and only 7% have stocked libraries;

¹⁰ Mdaka, “Shocking Black Drop-out Rate in SA’s Universities.”

¹¹ Faranaaz Vveriava, “Rich School, Poor School - The Great Divide Persists,” *The M&G Online*, accessed January 24, 2017, <http://mg.co.za/article/2012-09-28-00-rich-school-poor-school-the-great-divide-persists/>.

- 85% have no laboratory and only 5% have stocked laboratories;
- 77% are without any computer centres and only 10% have stocked computer centres; and
- 17% of schools lack any sporting facilities.

Moketsi highlights the fact that poverty needs to be addressed before the educational environment improves.¹² Poverty leads to insufficient housing and lacking essential human needs like electricity, water, sanitation, food, transport, and medical care. Authors agree that one of the worst legacies of the Apartheid system is “previously disadvantaged” people deprived of a proper and effective education.¹³

The City of Cape Town. The City of Cape Town has a population of 3,740,026, consisting of the following suburbs: Athlone, Atlantis, Belhar, Bellville, Blackheath, Blouberg, Blue Downs, Brackenfell, Cape Point, Cape Town, Delft, Durbanville, Elsies Rivier, Fish Hoek, Goodwood, Gordon’s Bay, Grassy Park, Guguletu, Hout Bay, Khayelitsha, Kommetjie, Kraaifontein, Kuils River, Langa, Macassar, Matroosfontein, Melkbosstrand, Milnerton, Mitchells Plain, Muizenberg, Noordhoek, Nyanga, Parow, Philadelphia, Philippi, Robben Island, Scarborough, Simon’s Town, Sir Lowry’s Pass, Somerset West, Southern Suburbs, Strand, Table View.

The ministry context of the Helderberg High School will be explored, covering various aspects such as geography, demographics, culture, spirituality, history, enrollment statistics, politics, language, economy, and Gospel receptiveness.

¹² Letseka and Human Sciences Research Council, *Student Retention & Graduate Destination*, 39.

¹³ Downs, “Increasing Equity and Compensating Historically Academically Disadvantaged Students at a Tertiary Level.”

Geographically, Helderberg High School is situated in Somerset West, a town located in the City of Cape Town, South Africa. The town's geography, including its proximity to major roads such as the N2 highway and Main Road, influences traffic patterns and impacts the daily lives of residents. The Helderberg Basin, surrounded by mountains and the sea, offers various opportunities for outdoor activities and gatherings, including those related to the school.

Demographically, Somerset West is a diverse community comprising people from different racial, ethnic, and socioeconomic backgrounds. The population consists of individuals who have lived in the area for generations, as well as migrants from other parts of the country and the world. The age distribution spans from young families to middle-aged adults and retirees. The area also reflects various marital statuses, household types, income levels, educational backgrounds, and occupations. The community is experiencing moderate growth in population and infrastructure, with a mix of ethnic groups and religious affiliations.

Culturally, Somerset West showcases a blend of modern and traditional lifestyles. People have diverse interests in family values, community, and education. However, the community faces challenges such as poverty, inequality, and crime, which can hinder progress and contribute to frustration. Safety concerns, as well as aspirations for a more equal and prosperous future, shape the cultural landscape. Possessions like homes, cars, and electronic devices hold significance, and family, education, and employment are highly valued.

Spiritually, the community's beliefs and attitudes towards spirituality vary among individuals. Some embrace religious practices, while others may be more secular or agnostic. Acceptance or rejection of different religious beliefs can be observed, and the presence of religious buildings and resources depends on the

specific traditions represented. The level of evangelicalism within the community is influenced by the religious groups present and their involvement in the area.

Historically, Somerset West and Helderberg High School have witnessed changes over time. Initially, SDA education in South Africa began with Claremont Union College in Cape Town in the late 19th century. The educational institution underwent various transformations, leading to the establishment of Helderberg College in Somerset West. The high school branch emerged as a separate entity and had experienced growth and expansion under different principals, with significant contributions from individuals and donors. The new school buildings were inaugurated in 2003.

Enrollment statistics at Helderberg High School indicate a population of approximately hundred-and-sixty learners, including a significant proportion from previously disadvantaged backgrounds. Politically, schools should strive for an inclusive environment that fosters diverse perspectives and encourages civil discourse, prioritizing the well-being and support of all learners.

The two graphs below provide information about the number of learners enrolled in each grade categorized by their affiliation with the SDA denomination and non-SDA status, as well as the gender distribution (see Appendix A).

The data reveals that in Grade Eight, there are eight SDA learners and twenty-seven non-SDA learners, with twenty boys and fifteen girls, resulting in a total enrollment of thirty-five learners. Grade Nine consists of nine SDA learners and twenty-seven non-SDA learners, with fifteen boys and twenty-one girls, making the total enrollment thirty-six learners. In Grade Ten, there are six SDA learners and twenty-four non-SDA learners, with eighteen boys and twelve girls, bringing the total enrollment to thirty learners.

Moving on to Grade Eleven, there are nine SDA learners and twenty-six non-SDA learners, with seventeen boys and eighteen girls, resulting in a total enrollment of thirty-five learners. Finally, in Grade Twelve, there are twelve SDA learners and nineteen non-SDA learners, with fifteen boys and sixteen girls, leading to a total enrollment of thirty-one learners.

Combining the data from all grades, the total number of SDA learners enrolled in the school is 44, while the number of non-SDA learners is 123. Among the enrolled learners, there are 85 boys and 82 girls, resulting in a total enrollment of 167 learners. The percentages indicate that SDA learners constitute 26% of the total enrollment, while non-SDA learners comprise 74%. Additionally, the gender distribution shows that boys account for 51% of the total enrollment, while girls constitute 49%.

These enrollment figures provide a snapshot of the school's composition in terms of affiliation and gender, offering insights into the diversity within the learner body, as reflected in Figures 1 and 2.

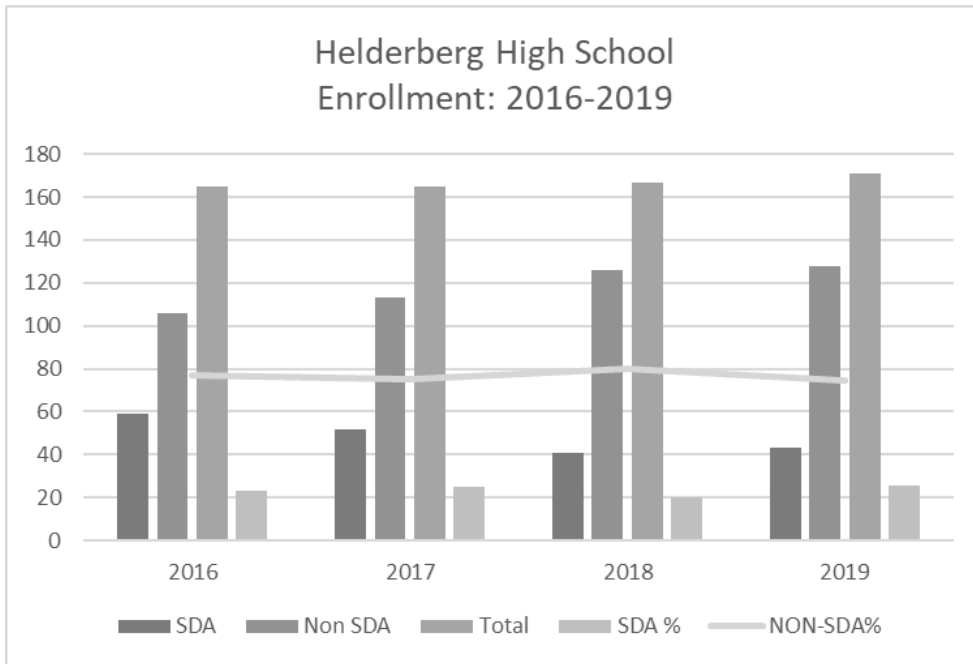


Figure 1. Enrollment

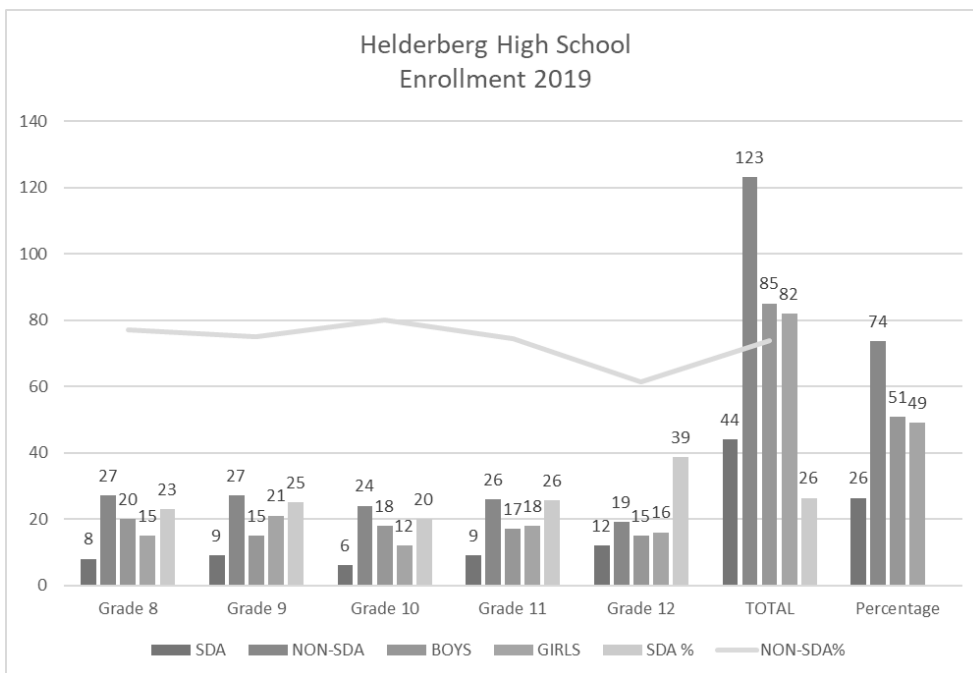


Figure 2. Enrollment 2019

Mr Basson, Helderberg High School’s principal, confirmed the enrollment by ethnic groups for 2019 as reflected in Table 1.

Table 1. Enrollment by Ethnic Groups 2019

Ethnic Group	Number	Percentage
White	69	40,35
“Coloured”	55	32,16
Black	40	23,39
Other	7	4,09
Total	171	

Therefore, 59.65% or 102 of 170 “Coloured” and Black learners formed the study population.

Linguistically, the dominant language in the Western Cape province, including Somerset West, is Afrikaans, along with English and isiXhosa.

Economically, the community’s standard of living can vary based on geographical location, education levels, and socioeconomic status. Wealth and poverty are relative concepts, with access to basic necessities, employment, entrepreneurship, and opportunities for economic advancement being key factors.

Gospel receptiveness depends on individuals’ backgrounds, experiences, and beliefs. Attitudes can range from openness and acceptance to indifference or hostility. Engaging in conversations and listening to individuals’ perspectives can provide insights into their attitudes toward the gospel.

Sample Technique

The researcher used Non-Probability Sampling. For the first focus group, a purposive sampling technique was used, as the educators and the school

administration selected 4 learners each from Grade Eight, Grade Nine, Grade Ten, and Grade Eleven to determine the sample. For the second focus group, the researcher applied a voluntary response sampling technique, where interested learners were invited, and those who volunteered formed the sample.

While Probability sampling, characterized by random sample selection, is generally favored in research methodology, the researcher's decision to employ Non-Probability Sampling, explicitly utilizing a purposive sampling technique for the first focus group and a voluntary response sampling technique for the second focus group, can be justified within the context of this study. This justification stems from the fact that the research design did not necessitate the extrapolation of sample-derived information to the broader population. In the specific case of this investigation, all eight participants, constituting hundred percent of the sample, were indeed the same eight individuals who had attended and actively engaged in the Study Skill Acquisition Seminar. Consequently, the data obtained through the focus group interviews stands as accurate and highly pertinent to the participants of the Study Skill Acquisition Seminar.

Criteria for Sampling Procedures and Selection

For the Pilot Focus Group Research of March 15, 2017, the researcher used a purposive sampling technique, as the educators and the school administration selected four learners each from Grade Eight, Grade Nine, Grade Ten, and Grade Eleven. All learners who submitted consent forms signed by their parents were allowed to participate. Only four of the selected eight learners submitted consent forms signed by their parents and were interviewed.

The criteria for sampling procedures and selection for the Pre-Initiative Focus Group Research of September 17, 2019, was a voluntary response sampling technique. The researcher delivered a presentation during a school assembly at the Helderberg High School, highlighting the advantages of study skills. Interested volunteers were then invited to participate in the focus group research interview. All learners who submitted consent forms signed by their parents were allowed to participate. This process determined the composition of the research sample.

Although 11 learners submitted consent forms signed by their parents, only 8 were present during the interview.

Instrumentation

The subsequent segment discusses the interview questions for the Pilot Focus Group Research on March 15, 2017, and the Pre-Initiative Focus Group Research interview held on September 17, 2019.

Pilot Focus Group

This section presents the rationale behind selecting interview questions in the pilot focus group conducted on March 15, 2017. The study aimed to gain insight into learner perceptions of their educational experiences and the factors influencing their academic performance. This explains why specific questions were chosen to elicit valuable responses from the participants.

Understanding learner perspectives on education and academic achievement is crucial for designing effective educational policies and interventions. The selection of appropriate interview questions plays a vital role in gathering meaningful data. The subsequent section analyzes the questions in the pilot focus group interview and justifies their relevance and importance.

Methods. The pilot focus group interview was conducted with diverse learners to explore their thoughts, experiences, and attitudes toward education and academic performance. The educators identified learners that met the criteria set for the “previously disadvantaged” group and included only the learners the educators believed would benefit most from this study. The questions were carefully selected to cover various aspects of learners’ lives, including their opinions on school, daily routines, study habits, and the significance of matriculation (grade twelve).

Identified questions and discussion. The following section will discuss the interview questions identified for the Pilot Focus Group.

Do you guys like your school? This question aimed to gauge learners’ overall satisfaction with their educational institution, which can have a significant impact on their motivation and engagement.

How does a typical day in your life look like? Could you be more specific and tell me about your day? This question encouraged participants to provide detailed descriptions of their daily routines, enabling the researcher to identify patterns, time management strategies, and potential stress areas or distractions affecting their academic performance.

In your opinion, why do some learners excel in their studies? Exploring participants’ perceptions of the factors contributing to academic success offered valuable insights into their beliefs about motivation, effort, intelligence, and external influences.

Does your life have meaning? This question was aimed at understanding learners’ perceptions of purpose and fulfillment in their lives, which may influence their level of engagement and dedication towards their studies.

How important is it to do well when you finish with matric? To have a good matric. This question sought to uncover participants' beliefs about the significance of achieving high grades in matriculation, considering its potential impact on future opportunities and further education.

Which is more important, grade twelve / matric or grade eleven? By exploring learners' perceptions of the relative importance of grade twelve (matric) and grade eleven, the researcher aimed to identify the perceived weight of each academic year and its potential influence on study efforts.

When you think of school or studying, how does it make you feel? This question aimed to elicit participants' emotional responses towards school and studying, providing insights into their motivation, engagement, and overall attitude toward their educational experience.

How do you study? Understanding learners' study techniques, strategies, and preferences provided the researcher with valuable information about effective learning practices and potential areas for improvement.

Summary. The selection of interview questions for the pilot focus group was driven by the desire to gain a comprehensive understanding of learner perspectives on education and academic performance. Each question was carefully chosen to explore different dimensions of learners' lives and gather valuable insights that could inform educational policies and interventions. The findings from this pilot study can contribute to the development of more focused and relevant research instruments in future studies aiming to understand learner experiences and enhance academic outcomes.

Interview questions. The list of the interview questions will be asked during the Pilot Focus Group.

1. Do you guys like your school?
2. What does a typical day in your life look like? To be more specific, tell me about your day.
3. In your opinion, why do some learners excel in their studies?
4. Does your life have meaning?
5. How important is it to do well when you finish with matric? To have a good matric.
6. Which is more important, grade twelve / matric or grade eleven?
7. When you think of school or studying, how does it make you feel?
8. How do you study?

Pre-initiative Focus Group

This section presents the rationale behind selecting interview questions used in the pre-initiative focus group conducted on September 17, 2019. The study aimed to refine the questions asked during the Pilot Focus Group of March 15, 2017, and to limit the questions to confine the interview to the allocated one hour. They are additionally gaining insight into learner perspectives on school experience and factors influencing academic success, including the importance of different academic years and study methods. This section explains the reasons behind selecting specific questions and their relevance in eliciting valuable participant responses.

Introduction. Understanding learner perspectives on school experience and factors contributing to academic success is essential for informing educational policies and interventions. The selection of appropriate interview questions is crucial in obtaining meaningful insights from participants. The following section analyzes the questions in the pilot focus group interview and justifies their relevance and significance.

Methods. The pre-initiative focus group interview was conducted with diverse learners to explore their opinions, experiences, and attitudes toward school and academic achievement. Participants for the focus group were selected after the researcher presented the benefits of study skills during a school assembly where all the learners were present, and all the learners (except grade twelve) who completed the consent forms were selected to participate in the pre-initiative focus group study. The questions were carefully chosen to cover various aspects of learners' lives, including their preferences for different academic years, study methods, and awareness of university dropout rates.

Identified questions and discussion. In the following section, the interview question identified for the Pre-initiative Focus Group will be discussed.

Do you guys like school? Why or why not? This question aimed to understand learners' overall perception and satisfaction with school, allowing researchers to identify factors influencing their attitudes, motivation, and engagement with the educational environment.

What gives your life meaning? By exploring learners' perceptions of the sources of meaning and purpose in their lives, this question aimed to uncover factors that could impact their motivation, dedication, and academic success.

What is more important: Grade 12 / matric or Grade Eleven? Please explain your answer. This question sought to understand participants' beliefs regarding the relative importance of different academic years. Their responses provided insights into their perceptions of the significance of specific years and their potential influence on study efforts and outcomes.

Do you have a study method? / Describe your study method. This question aims to gather information about learner's study techniques, strategies, and habits.

Understanding their study methods can provide insights into effective learning practices, allowing educators to support learners in developing more efficient study approaches.

What is the dropout percentage at university for first years? This question aimed to gauge learner's awareness and knowledge of university dropout rates, providing insights into their understanding of potential challenges and factors that might affect their transition from school to higher education. This information can help inform interventions and support programs to reduce dropout rates.

Summary. The selection of interview questions for the pre-initiative focus group was driven by the desire to gain a comprehensive understanding of learners' perspectives on school experience and academic success. Each question was carefully chosen to explore different dimensions of learners' lives and gather valuable insights that could inform educational policies and interventions. The findings from this pilot study can contribute to the development of more focused and relevant research instruments in future studies aiming to understand learner experiences and enhance academic outcomes.

Interview questions. The list of the interview questions will be asked during the Pre-initiative Focus Group.

1. Do you guys like school? Why or why not?
2. What gives your life meaning?
3. What is more important: Grade 12 / matric or Grade Eleven? Please explain your answer.
4. Do you have a study method? / Describe your study method.
5. What is the dropout percentage at university for first years?

Trustworthiness of the Instrument

In qualitative research, the trustworthiness of the instrument employed holds paramount significance in ensuring the rigor and validity of findings. Unlike quantitative research, where reliability and validity are traditionally emphasized, qualitative inquiry strongly emphasizes trustworthiness as a measure of the instrument's effectiveness in capturing the complexity and nuances of human experiences, perceptions, and meanings. Trustworthiness encompasses several interrelated criteria, including credibility, transferability, dependability, and confirmability, each of which contributes to the overall robustness of qualitative research outcomes.¹⁴

Credibility refers to the extent to which the findings of a qualitative study are believable and accurate from the perspective of participants and researchers alike. To establish credibility, researchers must employ rigorous data collection methods, such as prolonged engagement, member checking, and triangulation, to ensure that multiple sources of data converge to validate the findings. Additionally, maintaining reflexivity, transparency, and bracketing personal biases are essential strategies for enhancing credibility.¹⁵

Transferability pertains to the extent to which the findings of a qualitative study can be applied or generalized to other contexts or populations. To enhance transferability, researchers must provide rich and detailed descriptions of the research context, participants, data collection procedures, and analytical processes, allowing readers to assess the applicability of findings to their own contexts. Engaging in thick

¹⁴ Tim Sensing, *Qualitative Research: A Multi-methods Approach to Projects for Doctor of Ministry Theses* (Eugene, OR: Wipf & Stock, 2011), 214-225; Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Newbury Park, CA: Sage, 1985), 290-331.

¹⁵ Sensing, *Qualitative Research*, 214-225; Lincoln and Guba, *Naturalistic Inquiry*, 290-331.

description and purposive sampling techniques can further support transferability by ensuring the inclusion of diverse perspectives and experiences.¹⁶

Dependability refers to the stability and consistency of qualitative findings over time and across different researchers or research settings. Establishing dependability involves maintaining a clear audit trail of research activities, including data collection, analysis, and interpretation, to enable others to follow the decision-making process and verify the study's findings. Additionally, employing peer debriefing, intercoder agreement, and external audits can enhance the dependability of qualitative research outcomes.¹⁷

Confirmability concerns the objectivity and neutrality of qualitative findings, ensuring that they are not unduly influenced by the researcher's biases or preconceptions. To establish confirmability, researchers must adopt an iterative and reflexive approach to data collection and analysis, acknowledging and addressing their own positionalities and biases throughout the research process. Utilizing techniques such as member checking, peer debriefing, and maintaining an audit trail can help mitigate potential threats to confirmability and enhance the trustworthiness of qualitative research.¹⁸

Ensuring the trustworthiness of the instrument in qualitative research requires researchers to attend to multiple criteria, including credibility, transferability, dependability, and confirmability. By employing a range of methodological strategies and techniques, researchers can enhance the rigor, validity, and reliability of

¹⁶ Sensing, *Qualitative Research*, 214-225; Lincoln and Guba, *Naturalistic Inquiry*, 290-331.

¹⁷ Sensing, *Qualitative Research*, 214-225; Lincoln and Guba, *Naturalistic Inquiry*, 290-331.

¹⁸ Sensing, *Qualitative Research*, 214-225; Lincoln and Guba, *Naturalistic Inquiry*, 290-331.

qualitative findings, thereby contributing to the advancement of knowledge in their respective fields.¹⁹

Research Preparation

To effectively conduct focus group research interviews with high school learners at Helderberg High School, a systematic approach was necessary. The following section outlines the preparatory steps that were followed:

1. Clearly define the research objectives: It is crucial to establish clear goals and objectives for the focus group interviews. This involves identifying specific research questions or the desired information from high school learners.
2. Obtain necessary permission: The researcher sought permission from the relevant authorities at Helderberg High School. This involved contacting the administration and the school principal providing detailed information about the research purpose, expected duration, and anticipated outcomes.
3. Develop a recruitment strategy: A strategy was developed to ensure appropriate participation in the focus group interviews. The required number of participants for each session was determined, and the researcher collaborated with the school administration to identify potential participants among the high school learners. Criteria such as being a “previously disadvantaged learner” and grade level were used to select participants.
4. Design an informed consent form: An ethical participation process was ensured by creating a consent form that clearly explained the research purpose, the voluntary nature of participation, the confidentiality of responses, and any potential risks or benefits. Consent was obtained from both the participants and their parents.
5. Develop a well-structured interview guide: A comprehensive set of questions or topics aligned with the research objectives and appropriate for the high school learner audience was created to guide the focus group discussions.
6. Coordinate logistics with the school: The researcher coordinated with the school to determine suitable dates, times, and locations for the focus group interviews. A comfortable and private venue conducive to open discussions was secured, and the necessary audio recording equipment was arranged.

¹⁹ Sensing, *Qualitative Research*: 214-225; Lincoln and Guba, *Naturalistic Inquiry*, 290-331.

7. Communicate effectively with participants: Invitations containing details about the purpose, date, time, and location of the focus group interviews were sent to the selected participants. Participants were informed about the mandatory requirement of obtaining parental consent and provided information about the consent process.
8. Gather necessary materials and equipment: The researcher ensured that all essential materials, such as notepads, pens, and consent forms, were gathered for a smooth interview process. The audio recording equipment was tested and set up beforehand to ensure proper functioning.
9. Adherent to ethical guidelines: Throughout the research process, the researcher maintained participant confidentiality and handled sensitive information responsibly. Local regulations and requirements set by the ethical review board were followed.
10. Analyze and interpret collected data: Once the focus group interviews were completed, the collected data was analyzed and interpreted. Manual transcription of the interviews took place, and common themes, patterns, or insights that emerged from the discussions were identified and recorded. These findings informed the research conclusions and were documented by the researcher.

Data Collection Procedure

As a qualitative method with the focus group interview genre was selected for this research, the data was collected through an in-person focus group research interview, where a series of questions were asked to participants to gather information about their study skill experiences, opinions, and beliefs.²⁰

The data was first collected during the Pilot Focus Group Research Interview, then followed during the Pre-initiative Focus Group Research Interview.

Eight learners completed and signed consent forms for the Pilot Focus Group Research Interview, and the consent forms were also signed by their parents. Only 4 learners, or 50%, eventually participated in the interview on March 15, 2017, at the school hall known as the “Foyer.”

²⁰ Steven J. Taylor, Robert Bogdan, and Marjorie L. DeVault, *Introduction to Qualitative Research Methods: A Guidebook and Resource*, 4th ed. (Hoboken, NJ: John Wiley, 2016), 43.

Eleven learners completed and signed consent forms for the Pre-Initiative Focus Group Research Interview, and the consent forms were also signed by their parents. Eight learners, 73%, took part in the interview on September 17, 2019, at the school hall known as the “Foyer.”

The following steps were followed for Data Collection during the two focus group interviews:

1. Obtain necessary permission: On Friday, March 10, 2017, the researcher sent an email to the Principal of Helderberg High School, Mr. Basson, to confirm in writing their meeting of Tuesday, March 7, 2017, during which Mr Basson indicated that the School Board approved the proposed research that would involve a focus group research interview with learners of the school. During this meeting, the researcher provided detailed information about the research purpose, expected duration, and anticipated outcomes to Mr. Basson.
2. Participant Recruitment: From Tuesday, March 7, 2017, to Friday, March 10, 2017, Helderberg High School educators identified eight learners (two from Grade 8, two from Grade 9, two from Grade 10, and two from Grade 11) whom they believed would best meet the study's criteria.
3. Informed Consent: On Friday, March 10, 2017, the identified eight learners were provided with detailed consent forms. The informed consent forms comprehensively discussed the following: Investigators, Purpose of the Research, Description of the Research, Potential Harms, Potential Discomforts or Inconvenience, Potential Benefits, Confidentiality, Reimbursement, Participation, Sponsorship, and Consent. After the consent forms were explained to the learners, they were required to sign once their parents completed and signed the consent forms. All eight learners were minors and under the age of eighteen. Only four completed and signed consent forms were returned by Wednesday, March 15, 2017
4. Preparation: The following eight structured questions to guide the focus group discussions were developed: Do you guys like your school? What does a typical day in your life look like? To be more specific, tell me about your day. In your opinion, why do some learners excel in their studies? Does your life have meaning? How important is it to do well when you finish with matric? To have a good matric. Which is more important, grade twelve / matric or grade eleven? When you think of school or studying, how does it make you feel? How do you study?
5. Venue Arrangement: On Monday, March 13, 2017, the researcher liaised with the school secretary to arrange a quiet suitable venue, with chairs

arranged in a circle for the focus group interviews, ensuring comfort and privacy.

6. **Selection of Participants:** Of the original eight identified learners (two from Grade 8, two from Grade 9, two from Grade 10, and two from Grade 11) whom they believed would best meet the study's criteria, only four who had completed and signed consent forms were selected to participate.
7. **Pilot Focus Group:** On Wednesday, March 15, 2017, a pilot focus group interview was conducted to refine the questions and ensure clarity. Four learners participated in the interview. The aim of this session was to test the instrument, identify any potential issues or ambiguities, and refine the approach for the main study.
8. **Data Collection:** The data was first collected during the pilot focus group interview on Wednesday, March 15, 2017, and recorded using an Apple iPhone 6s 64GB.
9. **Facilitation:** The researcher facilitated the focus group discussions. As the moderator, the researcher encouraged participation, managed the time, and ensured that all participants had an opportunity to express their views.
10. **Participant Engagement:** The researcher created a comfortable and respectful environment that encouraged open communication among participants.
11. **Transcription:** The researcher then manually transcribed the recorded interviews verbatim for analysis using the software Transcriber.²¹
12. **Reflection and Iteration:** The research reflected on the strengths and limitations of the focus group research process. The insights gained were used to refine the Pre-Initiative Focus Group Interview methodology.
13. **Obtain necessary permission:** On Monday, July 22, 2019, the researcher sent an email to Mr. Basson, the Principal of Helderberg High School, to obtain School Board approval for the proposed research, which would involve a focus group research interview with school learners and the presentation of a ten hour Study Skills Seminar for the learners. The researcher provided detailed information about the research purpose, expected duration, and anticipated outcomes to Mr. Basson.
14. **Participant Recruitment:** On Monday, September 2, 2019, the researcher delivered a presentation during a school assembly at the Helderberg High School, highlighting the advantages of study skills. Interested volunteers were then invited to participate in the focus group research interview.

²¹ Edouard Geoffrois, "Transcriber," accessed May 19, 2023, <https://trans.sourceforge.net/en/cmd.php>.

15. **Informed Consent:** On Monday, September 2, 2019, the interested learners were provided with detailed consent forms. The informed consent forms comprehensively discussed the following: Investigators, Purpose of the Research, Description of the Research, Potential Harms, Potential Discomforts or Inconvenience, Potential Benefits, Confidentiality, Reimbursement, Participation, Sponsorship, and Consent. After the consent forms were explained to the learners, they were required to sign once their parents completed and signed the consent forms. All the learners were minors and under the age of eighteen. Only eleven completed and signed consent forms were returned by Tuesday, September 17, 2019.
16. **Preparation:** Due to the lessons learned during the Pilot Focus Group Interview and the time limit of forty minutes (the length of a class period), the following five structured questions were asked: Do you guys like school? Why or why not? What gives your life meaning? What is more important: Grade 12 / matric or Grade Eleven? Please explain your answer. Do you have a study method? Describe your study method. What is the dropout percentage at university for first years?
17. **Venue Arrangement:** On Friday, September 13, 2019, the researcher liaised with the school secretary to arrange a quiet, suitable venue. For the focus group interviews, chairs were arranged in a circle, ensuring comfort and privacy.
18. **Selection of Participants:** Of the original learners who attended the assembly on Monday, September 2, 2019, only eleven who had completed and signed consent forms were selected to participate.
19. **Pre-Initiative Focus Group:** On Tuesday, September 17, 2019, the pre-initiative focus group interview was conducted. Eight learners of the selected eleven learners, participated in the interview. The aim of this session was to collect data.
20. **Data Collection:** The data was collected during the pilot focus group interview on Tuesday, September 17, 2019, and was recorded using a ZOOM H6 Handy Recorder.
21. **Facilitation:** The researcher facilitated the focus group discussions. As the moderator, the researcher encouraged participation, managed the time, and ensured that all participants had an opportunity to express their views.
22. **Participant Engagement:** The researcher created a comfortable and respectful environment that encouraged open communication among participants.

23. **Transcription:** The researcher then manually transcribed the recorded interviews verbatim for analysis using the software Transcriber.²²

Analysis and Interpretation Strategies

The transcriptions from the Pilot Focus Group Research conducted on March 15, 2017, and the Pre-initiative Focus Group Research conducted on September 17, 2019, were thoroughly analyzed employing a six-step approach. The steps involved in this analysis are outlined below:

Familiarize with the data. The first step was to read through the transcriptions of the Pilot Focus Group Research of March 15, 2017, and the Pre-initiative Focus Group Research of September 17, 2019, interviews. The main themes and topics that emerged from the discussion were carefully noted.

Code the data. After that, the transcript data was coded by labeling sections of the transcript with relevant keywords or phrases that capture the essence of the content. This assisted with identifying patterns and themes in the data, which helped with the interpretation of the data.

Categorize the codes. Once the principal codes in the transcripts had been identified, the codes were grouped into categories. These categories reflected the main themes and ideas from the focus group interviews.

Analyze the categories. Once the categories had been finalized, the data was systematically analyzed. This analysis involved the search for patterns and connections between categories. Any contradictions or outliers that may challenge initial assumptions were noted and recorded.

Interpret the data. When the analysis was completed, conclusions were formulated from the data that indicated the primary outcomes from the focus group

²² Geoffrois, "Transcriber."

interviews. Then, the implications of the primary outcomes for the research problem were considered.

Report on the findings. Finally, the findings were presented clearly and concisely.

Data Preparation and Organization

Research data preparation and organization are essential steps in conducting any research project. The process of preparing and organizing research data includes several steps, which are described below:

Data collection. The first step in research data preparation is to collect the data. Data was collected through the Pilot Focus Group Research conducted on March 15, 2017, and the Pre-initiative Focus Group Research conducted on September 17, 2019.

Data entry. The data of the Pilot Focus Group Research of March 15, 2017, was captured using an Apple iPhone 6s 64GB, and the data for September 17, 2019, Pre-Initiative Focus Group Research interview was recorded using a ZOOM H6 Handy Recorder.

Data cleaning. Since the data was captured and recorded using audio recording devices, it was not possible to clean or enhance the raw data.

Data coding. Data coding involves assigning codes or labels to the data to be easily analyzed. This was done by manually coding the data.

Data organization. The recorded data for the Pilot Focus Group Research conducted on March 15, 2017, was captured using an Apple iPhone 6s 64GB, and the data for the September 17, 2019, Pre-Initiative Focus Group Research interview was

recorded using a ZOOM H6 Handy Recorder. The audio recordings were manually transcribed using the software Transcriber.²³

Data analysis. The transcriptions underwent a manual analysis, and the findings of this analysis were utilized to derive conclusions and formulate recommendations.

Data storage. Finally, the data was securely stored in a protected location, safeguarding it from potential loss or damage. To further enhance security and maintain data integrity, backups were created on external hard drives.

In this research project, the preparation and organization of research data played a vital role. This step was essential to guarantee the accuracy, consistency, and ease of data analysis, resulting in improved research outcomes.

Data Analysis

This section analyzes the transcriptions derived from two focus group interviews that were carried out at Helderberg High School, located in Somerset West, South Africa. The initial focus group, designated as the “Pilot Focus Group,” occurred on March 15, 2017, at 14:15, while the subsequent focus group, identified as the “Pre-initiative Focus Group,” took place on September 17, 2019, at 08:15.

Pilot Focus Group

The group focus research interview was conducted on March 15 (14:15) at the Helderberg High School, Somerset West, South Africa.

²³ Geoffrois, “Transcriber.”

Initial Immersion

The interview occurred on March 15, 2017, at Helderberg High School.

The participants had already signed consent forms and were Informed and consented to the recorded conversation.

The researcher explained the purpose of the interview and asked the participants if they agreed to be recorded.

Coding

After the Pilot Focus Group of March 15, 2017, was conducted, the data was harvested and manually coded by using in vivo coding (“from participants own words”),²⁴ descriptive coding (“one-word capitalized”),²⁵ and values coding (“reflect a participant’s values, attitudes, and beliefs, representing his or her perspectives or worldview”).²⁶

In vivo coding. In the context of in vivo coding, this section explores several vital aspects. Firstly, it highlights the focus on academics, underscoring the primary educational objectives within the research framework. Additionally, it acknowledges the significance of teachers who possess a deep understanding of individual learners, enabling them to provide personalized attention. Moreover, the section recognizes the presence of a school environment rooted in Christian principles, thus serving as a guiding foundation for the educational experience. It further notes the school’s

²⁴ Krueger and Casey, *Focus Groups*, 166.

²⁵ Lily Gossage, “Work-life Balance of Tenured and Tenure-track Women Engineering Professors” (PhD diss. Walden University, 2019), 91, accessed May 19, 2023, Walden Dissertations and Doctoral Studies, <https://scholarworks.waldenu.edu/dissertations/6435>.

²⁶ Johnny Saldana, Saldana, Johnny. *The Coding Manual For Qualitative Researchers*, 4th ed. (London: Sage, 2021), 369.

commitment to inclusivity, where a harmonious blend of Christianity and acceptance of diverse religions is cultivated.

Descriptive coding. Descriptive coding is employed in this section to articulate the characteristics of the school as expressed by learners during the focus group interview. Firstly, the school is distinguished by its unwavering focus on academics, prioritizing the intellectual development of its learners. This commitment is reinforced through individual attention and the maintenance of small class sizes, fostering an environment conducive to personalized learning experiences. Furthermore, the school operates under the guiding principles of Christianity, which not only inform the educational framework but also facilitate character development among the learners. Lastly, the school is characterized by its inclusivity and acceptance of diverse religious beliefs, creating a welcoming and respectful atmosphere for learners from various religious backgrounds.

Values coding. Value coding is a lens through which to examine various aspects of the school environment. This section elucidates the significance of social connection as an essential value. Furthermore, it highlights the school's commitment to academic excellence, emphasizing the pursuit of educational attainment and scholastic rigor. Additionally, the section underscores the importance of individual attention and support provided to learners, acknowledging the role of personalized guidance in facilitating their growth and development. Moreover, the integration of Christian values within the school ethos is explored, shedding light on how these principles contribute to character development among the learners. Lastly, the section emphasizes the school's dedication to inclusivity and accepting diversity, creating an environment where individuals from different backgrounds and beliefs feel welcomed and respected.

Categorizing and theming. The interview results have been categorized into distinct themes and subthemes for a comprehensive analysis. The first theme, “Environment,” encompasses Category 1 and includes academic focus, individual attention, support, and the integration of Christian principles and character development. Furthermore, this theme acknowledges the acceptance of diverse religions within the school context.

The second theme, “Performance,” corresponds to Category 2. It encompasses various factors that impact academic performance, including personal understanding and learning style, language barriers requiring translation, effective time management and study habits, and the influence of family background and motivation.

Lastly, the third theme, “Meaning,” pertains to Category 3. This theme explores the diverse interpretations of meaning in life among different individuals, emphasizing the significance of family and the desire to make a positive impact.

By organizing the interview results into these themes and subthemes, a structured and systematic approach is established to analyze the data, allowing for a more comprehensive understanding of the research findings.

Limitations. The interview process revealed several significant limitations to consider for interpreting the findings. Firstly, the volume and clarity of participants’ responses were occasionally compromised. To address this issue, the researcher encouraged participants to speak louder and utilize their “preacher’s voice” for better recording quality. However, despite this prompt, some responses may still have suffered from unclear audio.

Furthermore, distractions and interruptions were identified as potential obstacles during the interviews. Learner E suggested moving closer to the recording

device to mitigate audio pickup issues, indicating the presence of external noise or disturbances that may have impacted the interview process.

Another limitation that arose was the occurrence of incomplete or forgotten responses. Learner B mentioned the intention to revisit a question but has yet to respond. This indicates that some participants may have experienced difficulty in recalling or articulating their thoughts consistently.

The issue of unclear speech was also noted when participants' speech was mumbled or difficult to transcribe accurately. Learner C's response, for example, contained an inaudible section highlighting the challenge of understanding and documenting certain parts of participants' answers.

Moreover, it was discovered that several participants did not possess a study method or effective approach to studying. This limitation suggests a lack of preparedness or inadequate study strategies among certain participants, potentially affecting their academic performance.

Additionally, inaccuracies and inconsistencies were observed in participants' knowledge when discussing the dropout rate for first-year university students. This suggests a potential limitation in participants' accurate understanding of the topic, which may impact the reliability of their responses.

These identified limitations emphasize the need to consider potential challenges in data quality, participant engagement, and the importance of providing more explicit instructions and communication during the interview process. Understanding these limitations will contribute to a more nuanced interpretation of the results obtained from the interviews.

Pre-initiative Focus Group

The transcription of the group-focused research interview conducted on September 17, 2019 (08:15) at Helderberg High School in Somerset West, South Africa, is presented in this section. Before the interviews, necessary permissions were obtained to ensure the ethicality of conducting research within a school setting. Given that the participants were minors, the researcher took additional measures by requesting the completion of a consent form to be signed by both the parents and the learners participating. In total, eight learners willingly completed and signed the consent forms, and all eight of them actively participated in the interview session.

Initial immersion. The focus group research interview took place on September 17, 2019, with learners from Helderberg High School in Cape Town.

The researcher introduced himself and explained the purpose of the study, which focused on skill acquisition for previously disadvantaged learners.

Learners A, B, C, D, E, F, G, and H introduced themselves and confirmed their awareness of the recording.

Coding. In vivo, coding, descriptive coding, and values coding were applied to the focus group research interview, which took place on September 15, 2019, and involved several learners.²⁷ The interview was transcribed and analyzed to identify themes and sub-themes.

In vivo coding. Participants in the study expressed their views on the school topic, highlighting various factors that influenced their attitudes. Learner A emphasized the enjoyment of school due to the increased socialization opportunities compared to their home environment. Learner B echoed this sentiment, stating a

²⁷ Krueger and Casey, *Focus Groups*, 166; Gossage, “Work-life Balance of Tenured and Tenure-track Women Engineering Professors,” 91; Saldana, *The Coding Manual for Qualitative Researchers*, 369.

preference for school as it afforded daily interactions with friends and a continuous learning experience. In contrast, Learner B also expressed apprehension about leaving school, citing the lack of structure and order in the outside world. Learner C further supported the notion of socialization at school, emphasizing the enjoyment of interacting with peers while recognizing the educational benefits. For Learner D, the school served as an escape from personal problems, providing an environment where they could freely express themselves. Learner F acknowledged the positive and negative aspects of school but primarily enjoyed the learning process and found it intellectually stimulating. Learner G, on the other hand, highlighted the potential downsides of school, explicitly citing overwhelming workloads and the pressure to meet expectations.

Themes that emerged from these viewpoints included the importance of socialization, the acquisition of new knowledge, school as an escape from personal difficulties, the challenges posed by excessive workload, the desire to bring happiness to others, the value of relationships with friends and family, leaving a lasting impact, displaying kindness towards others, making a difference in the world, and fulfilling one's potential.

Descriptive coding. The descriptive coding approach employed in this study explores various dimensions of socialization, learning, and learners' perceptions of school. Specifically, the analysis focused on the following themes emerged from the researcher's analysis of the interview: the role of socialization in the educational context, the significance of friendships and knowledge acquisition, the transitional phase of entering the real world, the interplay between socialization and learning, the potential for school to serve as an escape from problems at home, the enjoyment

derived from acquiring new knowledge, and the experience of feeling overwhelmed by academic workload and expectations.

Positive perceptions of school encompassed multiple aspects, including socialization opportunities, the acquisition of new knowledge, the presence of friends, and the enjoyment derived from learning. On the other hand, negative perceptions of school primarily stemmed from the overwhelming workload experienced by learners.

Reasons cited for liking school included the socialization aspect, the opportunity to learn new information, the chance to escape from personal problems, and the freedom to express oneself. Conversely, reasons for disliking school were primarily attributed to the excessive workload.

When considering the meaning of life, participants emphasized various factors, such as the ability to bring happiness to others, the presence of supportive friendships and family, the desire to leave a lasting legacy, the practice of kindness towards others, the aspiration to make a positive impact on the world, and the pursuit of personal potential.

Values coding.

Social connection. Social connection plays a crucial role in various aspects of individuals' lives, including friendship, learning, and considerations for the future. Interacting with friends and family fosters a sense of belonging and contributes to overall well-being. Moreover, socialization within educational institutions enables learners to establish meaningful relationships, positively impacting their academic performance and personal development. By engaging in social connections, individuals experience a sense of emotional refuge and find enjoyment in the process of acquiring knowledge.

Independence and order in school. Within the school environment, the values of independence and order are emphasized to facilitate effective learning.

Encouraging learners to take responsibility for their education and promoting a structured and organized approach to learning contributes to their overall success.

Through the cultivation of independence, learners develop essential skills such as critical thinking and problem-solving, which are vital for their academic journey and future endeavors.

Social connection and knowledge acquisition. Social connection and knowledge acquisition are intertwined processes that mutually reinforce each other. Engaging in social interactions enables individuals to broaden their perspectives and gain insights from others' experiences. Collaborative learning environments, facilitated by social connections, promote knowledge exchange and foster a deeper understanding of the subject matter. By participating in discussions and group activities, learners can explore diverse viewpoints and enhance their overall learning outcomes.

Emotional refuge. One significant benefit of social connection is its role as an emotional refuge. Individuals often find solace and support within their social networks during challenging times. Interacting with friends and family members provides a sense of comfort and helps individuals navigate through difficult emotions. The emotional refuge offered by social connections contributes to individuals' overall well-being and resilience in adversity.

Enjoyment of learning. Social connections can significantly enhance the enjoyment of the learning process. Collaborative learning experiences foster a sense of camaraderie and create an engaging atmosphere. When individuals feel connected to their peers and educators, they are more likely to approach learning with

enthusiasm and curiosity. The enjoyment derived from social connections in the educational setting promotes a positive attitude toward learning and encourages individuals to participate in academic activities actively.

Stress and pressure from workload and expectations. While social connections offer numerous benefits, it is essential to acknowledge that individuals may also experience stress and pressure about workload and expectations. Educational institutions often impose demanding academic requirements and high expectations, which can lead to feelings of stress and anxiety. Nevertheless, social connections can be a coping mechanism during these challenging times. Engaging in social interactions allows individuals to escape from their problems momentarily, be their authentic selves, and extend kindness to others, providing a valuable support system in navigating the stressors associated with workload and expectations.

Categorizing and theming. In analyzing the interview results, several categories emerged, shedding light on the participants' perspectives regarding their experiences in school. The categorization revealed distinct themes and subthemes that encapsulate the participants' viewpoints. The following section overviews the identified categories, themes, and subthemes.

Category 1: Positive aspects of school. One of the prominent categories that emerged from the interviews was the positive aspects of school. Participants expressed their appreciation for various elements within the school environment, emphasizing the significance of socialization and peer interaction. Additionally, the interviews highlighted the participants' enthusiasm for learning and their genuine interest in acquiring new knowledge.

Category 2: Concerns about leaving school and entering the real world. Another significant category that surfaced from the interviews was the concerns

participants expressed about transitioning from the familiar school environment to the complexities of the real world. A prevalent fear among participants was the perceived lack of structure and order outside of school, instigating apprehension and unease.

Category 3: School as an emotional refuge. The interviews revealed that for some participants, the school served as an emotional refuge. They described how school provided an escape from problems at home, offering a safe haven where they could feel like themselves. This emotional refuge at school was considered invaluable by the participants.

Category 4: Mixed feelings about school. Participants expressed mixed feelings about school, revealing various emotions and perspectives. While they acknowledged the enjoyment derived from the learning process, they also highlighted certain aspects of school that they disliked. Additionally, participants frequently reported experiencing overwhelming stress due to the workload and high expectations imposed upon them.

The identified categories were a basis for developing themes and subthemes, providing a comprehensive framework to organize and understand the interview results.

Themes and subthemes. The themes and subthemes will be discussed in the following section.

Theme 1: School as a social environment. This theme encompasses the participants' perspectives on school as a social environment. Subtheme 1.1 focuses on the significance of socialization and peer interaction, highlighting the role of interpersonal relationships within the school setting. Subtheme 1.2 explores social connection and belonging, emphasizing the importance of feeling connected to others within the school community.

Theme 2: Learning and knowledge acquisition. The second theme revolves around participants' views on learning and knowledge acquisition. Subtheme 2.1 delves into their interest in learning new things, demonstrating their curiosity and enthusiasm for acquiring knowledge. Subtheme 2.2 centers on the enjoyment derived from the learning process itself, highlighting the participants' positive experiences during the educational journey.

Theme 3: Transition to the real world. This theme captures participants' concerns and anxieties regarding transitioning from school to the real world. Subtheme 3.1 explores their fear of the unknown and the perceived lack of structure outside the familiar school environment, shedding light on their apprehension about what lies ahead.

Theme 4: Emotional refuge at school. The fourth theme focuses on the emotional refuge that participants found at school. Subtheme 4.1 uncovers the participants' narratives of escaping problems at home, highlighting how school provided a haven where they could find solace and respite. Subtheme 4.2 explores feeling like oneself at school, emphasizing the participants' sense of authenticity and comfort within the school environment.

Theme 5: Mixed feelings about school. The final theme delves into the participants' mixed feelings about school. Subtheme 5.1 encompasses their enjoyment of learning but with specific dislikes related to certain aspects of school. Subtheme 5.2 uncovers the feelings of being overwhelmed and stressed resulting from the demanding workload and high expectations placed upon the participants.

By categorizing the interview results into these themes and subthemes, an understanding of the participants' perspectives on school is gained. The analysis reveals a range of attitudes towards school, with some participants emphasizing the

positive aspects such as socialization, learning new information, and a sense of refuge. In contrast, others expressed concerns about overwhelming workloads. Additionally, the interviews shed light on the factors that give meaning to participants' lives, including social connections, personal growth, and coping mechanisms such as escaping problems and acts of kindness.

Limitations. Several limitations emerged during the analysis of the interview data, which need to be acknowledged when interpreting the findings.

Firstly, a significant limitation was the need for more structure in the interview process. The questions posed by the interviewer needed a more precise framework or contextual background. This absence of structure hindered the participants' understanding of the research objectives and may have resulted in superficial responses without sufficient depth or clarity. Additionally, the absence of follow-up questions limited the opportunity for probing deeper into the participants' responses, preventing a comprehensive exploration of their perspectives and insights.

Another limitation was the limited diversity among the participants. All participants were from Helderberg High School, suggesting a need for more diverse backgrounds and perspectives. This homogeneity within the sample may have constrained the range of experiences and viewpoints shared during the interviews, potentially limiting the richness and comprehensiveness of the data.

Furthermore, some questions employed in the interviews were vague and abstract. For instance, the question regarding the meaning of life lacked clear relevance to the research topic and encouraged subjective or philosophical responses. This ambiguity in the questions may have led to inconsistent interpretations and made it challenging to draw meaningful conclusions aligned with the research objectives.

The findings are subject to several limitations. The absence of a structured approach, limited probing, lack of diversity among participants, and vague questioning collectively impact the depth and validity of the research findings. These limitations underscore the importance of refining the interview process to enhance data quality and encourage a more comprehensive exploration of the research topic.

Interpretation

The following section provides an in-depth interpretation of the focus group interview results conducted on two significant occasions: March 15, 2017, and September 17, 2019. These focus group interviews were valuable tools for gathering qualitative data and participant insights, enabling a deeper understanding of their perspectives, opinions, and experiences on studying and study skills. By analyzing and interpreting the results obtained from these interviews, the aim was to extract meaningful patterns, themes, and trends that can shed light on the prevailing sentiments and attitudes of the participants during each respective period. This analysis will serve as a crucial foundation for making informed decisions in developing a study skill acquisition curriculum and guiding future actions based on the valuable insights obtained from these focus group interviews.

Pilot Focus Group Interview

The focus group research interview at Helderberg High School on March 15, 2017, aimed to explore various aspects of the school environment and factors affecting academic performance. The participants were aware of the purpose of the interview, had signed consent forms, and agreed to be recorded. The interview data was analyzed using in vivo coding, descriptive coding, and values coding techniques to gain a comprehensive understanding of the findings.

The in vivo coding approach employed in the interview highlighted several vital aspects. Firstly, the focus on academics was emphasized, indicating the primary educational objectives within the research framework. The school's commitment to providing personalized attention to individual learners was recognized, suggesting a supportive and nurturing environment. The integration of Christian principles within the school ethos and promoting inclusivity and acceptance of diverse religious beliefs were also acknowledged.

Descriptive coding was used to examine the characteristics of the school under study thoroughly. The school was characterized by its unwavering focus on academics, prioritizing the intellectual development of learners. This commitment was reinforced through individual attention and the maintenance of small class sizes, fostering personalized learning experiences. The integration of Christian principles not only informed the educational framework but also facilitated character development among the learners. The school was also described as inclusive and accepting of diverse religious beliefs, creating a welcoming atmosphere for learners from different backgrounds.

Value coding provided insights into various aspects of the school environment. Social connection emerged as an essential value, emphasizing the significance of interpersonal relationships within the school community. Academic excellence was also highlighted, emphasizing the pursuit of educational attainment and scholastic rigor. Individual attention and support were essential values that fostered learner growth and development. The integration of Christian values within the school ethos was explored, shedding light on how these principles contributed to character development among the learners. Lastly, the school's dedication to inclusivity and acceptance of diversity was emphasized, creating an environment

where individuals from different backgrounds and beliefs felt welcomed and respected.

To facilitate a comprehensive analysis, the interview results were categorized into three themes. The first theme, “School environment and focus,” included academic focus, individual attention and support, integration of Christian principles, and character development. The second theme, “Factors affecting academic performance,” encompassed various factors that impact academic performance, such as personal understanding and learning style, language barriers, time management, and family background. The third theme, “Meaning in life,” explored the diverse interpretations of meaning among different individuals, emphasizing the significance of family and the desire to make a positive impact.

Despite the insights gained from the interview, several limitations must be considered when interpreting the findings. These limitations included occasional compromises in the volume and clarity of participants’ responses, distractions and interruptions during the interviews, incomplete or forgotten responses from some participants, unclear speech in certain instances, participants lacking effective study methods, and inaccuracies or inconsistencies in participants’ knowledge. These limitations highlight potential challenges in data quality and participant engagement and underscore the importance of more precise instructions and communication during the interview process.

By considering these limitations and employing a structured and systematic approach to data analysis, a more nuanced interpretation of the research findings can be achieved. This interpretation provides valuable insights into the school environment, factors affecting academic performance, and the significance of values

such as social connection, academic excellence, individual attention, and inclusivity in fostering a positive educational experience.

Pre-initiative Focus Group Interview

The focus group interview at Helderberg High School in September 2019 aimed to explore various aspects of the school environment and its impact on learners' academic performance and overall meaning in life. The interview results were analyzed using three coding approaches: in vivo coding, descriptive coding, and values coding. These coding approaches allowed for an examination of the characteristics of the school and the values it upholds.

In the in vivo coding section, the emphasis was placed on academics as the primary educational objective within the research framework. It also highlighted the importance of teachers who possess a deep understanding of individual learners and can provide personalized attention. The section acknowledged the school's foundation in Christian principles and its commitment to inclusivity, creating a harmonious blend of Christianity and acceptance of diverse religions.

The descriptive coding section further delved into the characteristics of the school under study. It identified the school's unwavering focus on academics, including the provision of individual attention and small class sizes to facilitate personalized learning experiences. The school's commitment to Christianity was not only evident in its educational framework but also in the development of learners' character. Additionally, the school was characterized by its inclusivity and acceptance of diverse religious beliefs, fostering a respectful and welcoming atmosphere for learners from different backgrounds.

Using the values coding approach, the significance of social connection, academic excellence, individual attention and support, integration of Christian values,

and inclusivity were examined. Social connection was identified as an essential value within the school environment, while academic excellence and individual attention were emphasized for learners' growth and development. The integration of Christian values contributed to character development, and inclusivity ensured that individuals from different backgrounds and beliefs felt welcomed and respected.

To facilitate analysis, the interview results were categorized into three main themes. The first theme, "School environment and focus," encompassed academic focus, individual attention and support, integration of Christian principles, and character development. The second theme, "Factors affecting academic performance," included personal understanding and learning style, language barriers, time management, studying habits, and family background. The third theme, "Meaning in life," explored diverse interpretations of meaning, emphasizing family and the desire to make a positive impact.

Despite the insights gained from the interview results, several limitations were identified. Participants' responses occasionally suffered from volume and clarity issues, leading to potential compromises in data quality. Distractions and interruptions during the interviews were also noted. Incomplete or forgotten responses indicated difficulties in articulating thoughts consistently. Unclear speech and inaccuracies in participants' knowledge of specific topics further added to the limitations. These limitations highlight the importance of considering potential challenges in data quality and participant engagement, as well as the need for more precise instructions and communication during the interview process.

By taking these limitations into account, a more nuanced interpretation of the interview results can be achieved, allowing for a better understanding of the findings and their implications.

Conclusion

Implementing the initiative has been a significant endeavor aimed at enhancing study skills acquisition and improving overall academic performance.

The pre-initiative focus group provided valuable insights into the needs and expectations of the target audience. This information was instrumental in tailoring the initiative to address specific challenges and concerns learners face, ultimately making it more impactful and relevant.

The analysis of focus group data further reinforced the effectiveness of the initiative. The feedback and experience shared by the participants provided a comprehensive understanding of the initiative's impact and identified areas for potential further improvement.

Through interpretation of the data collected and evaluation of the implementation, it is evident that the initiative has made a meaningful contribution to the academic journey of the learners. The positive outcomes observed in the focus groups and the overall satisfaction expressed by the participants highlight the initiative's success in meeting its objectives.

The initiative's impact, as evidenced by the analysis of focus group data, underscores its effectiveness and the importance of continued support for similar initiatives in the future.

CHAPTER 5

NARRATIVE OF INITIATIVE IMPLEMENTATION

This chapter provides an overview of the implementation of an intervention to assist the previously disadvantaged learners in Helderberg High School. The aim of the implementation of the study skill acquisition seminar, which was informed and developed from qualitative data collected from the focus group interviews and the insights on studying and study skills highlighted in the literature review of chapter three, to provide the “previously disadvantaged” learners in Helderberg High School with study skill that would ensure their academic success.

The seminar conducted at Helderberg High School was designed to equip learners with essential study skills, such as time management, note-taking, and memorization techniques. The schedule for the seminar spanned seven days, with ten one-hour sessions spread out over multiple days, allowing learners to apply the skills they acquired immediately.

Finally, the section concludes with interpreting the focus group interview results. It highlights the significance of these interviews in gathering valuable insights and understanding the sentiments and attitudes of the participants during each respective period. The interpretation is a crucial foundation for making informed decisions in developing the study skill acquisition curriculum and guiding future actions based on the insights gained from the focus group interviews.

This section provides a concise overview of the implementation of the study skills acquisition seminar.

Implementation Narrative

This section describes the process and outline of the study skills acquisition seminar and the seminar schedule, highlighting its potential impact on learners' study skills acquisition.

Study Skills Acquisition Seminar

This implementation narrative outlines the organization and schedule for a comprehensive ten-hour Study Skill Seminar at Helderberg High School as part of the DMin (Doctor of Ministry) project—the seminar aimed to equip learners with essential study skills to enhance their academic performance. The schedule included ten one-hour sessions spread over multiple days, covering various topics such as time management, note-taking skills, and memorization techniques. These topics were informed by the literature recorded in chapter three.

The Study Skill Seminar was scheduled for Monday, September 30, 2019, to Wednesday, October 9, 2019, at Helderberg High School. It aimed to provide learners with practical tools and techniques to improve their study habits and overall academic success. The seminar consisted of ten one-hour sessions, each focusing on a specific study skill topic.

Schedule

The seminar had been scheduled to take place over a span of seven days, with four sessions conducted on the first day, followed by one session per day for the following six weekdays, allowing learners to apply the acquired skills immediately as reflected in Table 2.

Table 2. Study Skill Seminar Schedule

#	DATE	DAY	TIME		TOPIC
			Start	End	
1	30-Sep	Mon	09:00	09:50	Introduction & Overview
2	30-Sep	Mon	10:00	10:50	The Brain
3	30-Sep	Mon	11:00	11:50	7 Laws of Buzan Mind Map
4	30-Sep	Mon	12:00	12:50	Creating a Buzan Mind Map
5	01-Oct	Tue	14:00	14:50	Time Management
6	02-Oct	Wed	14:00	14:50	Note Taking Skill / Summaries
7	03-Oct	Thu	14:00	14:50	Diet & Studying
8	07-Oct	Mon	14:00	14:50	Physical Health & Sleep Hygiene
9	08-Oct	Tue	14:00	14:50	Memorization
10	09-Oct	Wed	14:00	14:50	Speed Reading

Session 1: Monday, September 30 - Introduction & Overview (9:00-9:50).

The first session introduced the seminar, its objectives, and the importance of developing practical study skills. An overview of the topics to be covered was provided, giving learners a clear understanding of what to expect throughout the seminar.

Session 2: Monday, September 30 - The Brain (10:00-10:50). This session explored the intricacies of the brain and its role in learning and memory. Learners gained insights into brain anatomy and functions that influence their study habits and discover strategies to optimize their learning potential.

Session 3: Monday, September 30 - 7 Laws of the Buzan Mind Map (11:00-11:50). Learners were introduced to the Buzan Mind Map technique, which will enhance creativity, comprehension, and memory recall. The session covered the seven fundamental laws of creating effective Buzan Mind Maps.

Session 4: Monday, September 30 - Creating a Buzan Mind Map (12:00-12:50). Building upon the previous session, learners could practice creating their mind maps. Guidance was provided on structuring information and using visual elements to aid in organizing and retaining knowledge by creating their own Buzan Mind Maps.

Session 5: Tuesday, October 1 - Time Management (14:00-14:50). This session addressed crucial time management skills, emphasizing the importance of prioritization, goal setting, and effective planning. Learners learned practical techniques to manage their time efficiently and reduce procrastination.

Session 6: Wednesday, October 2 - Note Taking Skills / Summaries (14:00-14:50). Learners learned effective note-taking strategies, including summarizing key points, and synthesizing information during lectures and independent study. The session also covered techniques for reviewing and revising notes to enhance understanding and retention.

Session 7: Thursday, October 3 - Diet & Studying (14:00-14:50). Recognizing the impact of nutrition on cognitive function, this session provided learners with insights into a balanced diet that supports optimal brain performance. Strategies for incorporating healthy eating habits into their study routine were discussed.

Session 8: Monday, October 7 - Physical Health & Sleep Hygiene (14:00-14:50). The importance of physical health and sleep hygiene in academic success was emphasized in this session. Learners learned techniques for maintaining a healthy lifestyle, including exercise, stress management, and establishing consistent sleep patterns.

Session 9: Tuesday, October 8 - Memorization (14:00-14:50). This session focused on effective memorization techniques, such as mnemonic devices, association

methods, and visualization. Strategies to enhance memory retention and recall of important information were presented.

Session 10: Wednesday, October 9 - Speed Reading (14:00-14:50). The final session introduced learners to speed reading techniques, enabling them to process information faster while maintaining comprehension. Strategies for skimming, scanning, and improving reading efficiency were discussed.

Results of Implementation

Implementing the Study Skills Acquisition seminar resulted in the presentation of ten one-hour sessions covering a range of essential study skills. By equipping learners with these skills, the seminar aimed to enhance their academic performance and foster effective learning habits.

Table 3 reflects the number of learners who attended each session.

Table 3. Number of Learners Who Attended

#	DATE	DAY	TIME		ATTENDEES
			Start	End	
1	30-Sep	Mon	09:00	09:50	8 (5 boys and 3 girls)
2	30-Sep	Mon	10:00	10:50	8 (5 boys and 3 girls)
3	30-Sep	Mon	11:00	11:50	8 (5 boys and 3 girls)
4	30-Sep	Mon	12:00	12:50	8 (5 boys and 3 girls)
5	01-Oct	Tue	14:00	14:50	7 (4 boys and 3 girls)
6	02-Oct	Wed	14:00	14:50	8 (5 boys and 3 girls)
7	03-Oct	Thu	14:00	14:50	8 (5 boys and 3 girls)
8	07-Oct	Mon	14:00	14:50	8 (5 boys and 3 girls)
9	08-Oct	Tue	14:00	14:50	6 (4 boys and 2 girls)
10	09-Oct	Wed	14:00	14:50	1 (1 boy and 0 girls)

The first nine sessions were well attended, and the learners responded well to the material. The learners participated in the activities and completed the homework assignments designed to create and draw mind maps and summarize and memorize study material from their class work.

Evaluation of Implementation

The researcher approached an educator, a Ph.D. student who committed to be present during all the presentations to evaluate the presentations as an objective observer of knowledge in the field. Unfortunately, the educator only attended the first session on Monday, September 30, 2019, without any subsequent presentations. The educator only provided written feedback for the first session and did not attend and provided written feedback for the remaining session.

On Monday, September 30, 2019, fifteen minutes before the conclusion of the fourth session, the evaluating educator sent an email to the researcher (Appendix G) with the following feedback:

1. “Association – the importance of linking information, perhaps you could focus more on expounding this idea as linking information is most important. Any form of learning requires linking and linking can come in such a lot of forms.” (sic)
2. “Learning known from the unknown. Need to link what you don’t know to the unknown.” (sic)
3. “I also think less motivational talking and more active learning from the learners” (sic)
4. “After the number peg-system you could have them use the number peg system for a new list of things.” (sic)
5. “Perhaps find out what their understanding is of studying and how they are currently studying.”
6. “What does it mean in a practical sense to interact with the material – implement a practical activity for this –” (sic)
7. “If it is important for them to know the brain why not implement some of the study skills techniques to remember it?” (sic)

In the following section, each of the previous seven items listed received from the educator in the feedback email will be discussed. What the evaluating educator referred to as “feedback session 1” was, in fact, the presentation of the first four sessions: Introduction & Overview (9:00-9:50), The Brain (10:00-10:50), 7 Laws of the Buzan Mind Map (11:00-11:50) and Creating a Buzan Mind Map (12:00-12:50).

1. “Association – the importance of linking information, perhaps you could focus more on expounding this idea as linking information is most important. Any form of learning requires linking and linking can come in such a lot of forms.” (sic)

“Association” in the context of the study skill was briefly referred to during the first introductory session and session three, where the seven laws of the Buzan Mind Map were presented. However, during session nine of Tuesday, October 8 – Memorization, “Association” was comprehensively explained, with practical examples, and the participants were given the opportunity, and they were encouraged to practically make “associations” using strong linking and pegging systems while utilizing all their senses in creating the “associations” and connections. Regrettably, the evaluating educator did not attend this session.

2. “Learning known from the unknown. Need to link what you don’t know to the unknown.” (sic)

The researcher presented the study skills acquisition seminar sessions by starting with what was familiar to the participants, as revealed during the focus group interviews (their understanding of study skills was limited to a summary method only), and then progressed to the study skills that they were unfamiliar with: Time Management, Note Taking Skill / Summaries, Diet & Studying, Physical Health & Sleep Hygiene, Memorization, and Speed Reading.

3. “I also think less motivational talking and more active learning from the learners” (sic)

Although the very first session aimed at introducing the seminar, its objectives, and the importance of developing effective study skills, the researcher strongly disagrees with the evaluator's view regarding motivation as a study skill. Lagan emphasizes the importance of learner motivation and motivation as an essential study skill.¹ If the school allowed the researcher to spend more time with the learners because of the importance of motivation skills, the researcher would devote a whole session on motivational skills.

4. "After the number peg-system you could have them use the number peg system for a new list of things." (sic)

During session nine of Tuesday, October 8 – Memorization, peg systems were comprehensively explained, with practical examples, and the participants were given the opportunity to practically make "associations" using strong linking and pegging systems while utilizing all their senses in creating the "associations" and connections. Regrettably, the evaluating educator did not attend this session.

5. "Perhaps find out what their understanding is of studying and how they are currently studying."

The researcher conducted two focus group interviews, "Pilot Focus Group" of March 15, 2017 (14:15), and the "Pre-initiative Focus Group" of September 17, 2019 (08:15) to determine "what their understanding is of studying and how they are currently studying" and the results indicated that the majority of the learners in both focus groups had a minimal understanding of what study methods entail and most of them did not implement a specific and structured study method.

6. "What does it mean in a practical sense to interact with the material – implement a practical activity for this –" (sic)

¹ John Lagan, *Reading and Study Skills*, 9th ed. (New York, NY: McGraw-Hill Higher Education, 2010), 9-38.

On Wednesday, October 2, during the sixth session of “Note-Taking Skills / Summaries,” the participants were exposed to effective note-taking strategies, including summarizing key points and synthesizing information during lectures and independent study. They were exposed to a simplified presentation on logic, and then they were shown practically “to interact with the material – implement a practical activity for this.”

7. “If it is important for them to know the brain why not implement some of the study skills techniques to remember it?” (sic)

Although the evaluation educator raised an important point, the first four sessions aimed to expose learners to essential study skill principles they needed to become more familiar with. Practical assignments given after each session allowed the participants to implement the newly acquired skills.

Regarding the implementation timeline, the focus group research commenced on September 30, the last day of the holiday before the school term. The initial topics, including brain functioning and anatomy related to study activities and the proposed methodology, specifically the mind mapping method, were covered on that Monday, totaling four hours. The seminar continued on subsequent days after school, lasting one hour each, from Tuesday to Thursday and the following Monday to Thursday. The timing for the seminar was suggested and agreed upon by the school. In retrospect, it became evident that for an intervention at this school, consideration should be given to the time of the year and the school program. The final seminar coincided with the matric farewell banquet, resulting in most participants not attending. Only one participant participated in the last seminar, as the others were involved in the preparations and participation of the banquet. Since the school was small, the seminar attendees primarily consisted of learners from senior grades, including grades 10 and 11, actively engaged in the matric farewell banquet.

Regrettably, the evaluating educator, who committed before the presentations to attend all the presentations and to evaluate the presentation, only participated in the first day's four sessions and did not attend nor evaluate the subsequent six presentations.

In hindsight, the researcher should have depended on something other than the evaluating educator to evaluate the initiative presentation. The researcher should have developed an objective evaluation instrument and requested the participants to evaluate each session after the presentation.

Conclusion

This chapter has provided a detailed narrative of implementing the Study Skills Acquisition Seminar at Helderberg High School, aimed at equipping previously disadvantaged learners with essential study skills to improve their academic performance. The seminar spanned ten one-hour sessions over seven days, covering various study skill topics. The schedule was designed to allow learners to apply their acquired skills immediately.

The implementation evaluation involved feedback from an educator and a PhD student. The implementation timeline was discussed, including the timing of the seminar, which coincided with the matric farewell banquet, affecting attendance on the final day. The participants primarily consisted of senior-grade learners, with some missing the last session due to banquet preparations.

In hindsight, the researcher acknowledged the importance of developing an objective evaluation instrument and involving participants in evaluating each session. Despite some limitations, implementing the Study Skills Acquisition Seminar represented a significant effort to empower previously disadvantaged learners with

essential study skills, laying a foundation for future improvements and enhancements in such initiatives.

CHAPTER 6

EVALUATION AND LEARNINGS

This chapter aims to provide an overview of the evaluation method employed to assess the effectiveness of the study skills acquisition curriculum and the implementation of a study skills seminar. Additionally, it will briefly highlight some of the outcomes observed throughout the intervention. Moreover, this section will delve into the valuable insights gained from the learning process, focusing on the professional development experienced by the researcher through active participation in the Doctor of Ministry program at the Adventist University of Africa (AUA). By examining the evaluation methodology, outcomes, and personal growth, this chapter aims to provide a holistic understanding of the intervention's impact on study skill acquisition and its implications for future research and practice.

Description of Method Used to Evaluate the Intervention

The method used to evaluate the intervention was observations and field notes. Direct observations and the field notes of the intervention and the participants involved provided valuable data and yielded the following evaluation.

The development and implementation of the study skill acquisition curriculum and subsequent Study Skill Seminar that took place from September 30, 2019, to October 9, 2019, aimed to address the educational disadvantages faced by previously disadvantaged learners because of the Apartheid-era Bantu education system. By teaching study skills and providing access to educational resources, this initiative

sought to bridge the gap between privileged and disadvantaged learners and promote equal opportunities in education.

One crucial aspect that could have been further considered during the planning and implementation of this curriculum is Maslow's Hierarchy of Needs. Maslow's theory suggests that individuals have a hierarchy of needs, ranging from basic physiological needs to higher-level psychological needs. By addressing the most pressing needs of the learners, such as their physical and safety needs, the curriculum could have ensured a stronger foundation for effective learning.

Maslow's Hierarchy of Needs is a psychological theory proposed by Abraham Maslow in 1943, which outlines the five essential categories of human needs that motivate behavior. According to this theory, individuals are driven by a hierarchical arrangement of needs that must be satisfied sequentially, with each level building upon the previous one. At the base of the hierarchy are physiological needs, such as food, water, and shelter, which must be fulfilled for survival. Once these needs are met, individuals seek safety and security, followed by the need for love and belongingness, which involves social connections and relationships. The fourth level encompasses the need for esteem, including self-esteem and recognition from others. Finally, at the pinnacle of the hierarchy is self-actualization, representing the pursuit of personal growth, fulfillment, and reaching one's highest potential. Maslow's Hierarchy of Needs provides a framework for understanding the complex interplay between basic survival needs and higher-level psychological and self-fulfillment needs that shape human behavior.

Following Christ's method of making disciples, it is crucial to start by addressing people's needs and building a relationship based on trust and understanding. By incorporating Maslow's Hierarchy of Needs, the curriculum could

have taken a more holistic approach, ensuring that the learners' most urgent needs were met before focusing solely on study skills. This approach would have helped to break down barriers and establish a solid foundation for effective teaching and learning.

In addition to addressing the immediate needs of the learners, it is also essential to consider the broader context of the legacy of Apartheid and its impact on education. Incorporating a critical examination of the history and consequences of Apartheid within the curriculum can help raise awareness and foster a deeper understanding of the challenges faced by previously disadvantaged learners. By providing opportunities for reflection and dialogue, the curriculum could have encouraged learners to critically engage with the legacy of Apartheid and its ongoing effects on the education system.

While the study skill acquisition curriculum and Study Skill Seminar aimed to empower previously disadvantaged learners, there is room for improvement in considering Maslow's Hierarchy of Needs and incorporating a critical examination of the legacy of Apartheid. By addressing the learners' most pressing needs and promoting a deeper understanding of the historical context, the curriculum could have provided a more comprehensive and practical approach to empowering and equipping these learners for academic success.

Outcomes

The project commenced by establishing a theological foundation for education, specifically focusing on education as a subject of study. The theological dimensions of education were explored, aiming to provide a solid understanding and serve as a framework for subsequent chapters. The definition of education and its significance within theological inquiry were examined, including an analysis of the

term “education” in Scripture, encompassing Old Testament Hebrew words and New Testament Greek words related to education. The section also introduced Christ’s method of education and its application, employing biblical theology to discern the principles and practices used by Christ.

In the following section, Chapter Three, a literature review was conducted, incorporating disciplines such as Practical Theology, Education, Psychology, Sociology, and Nutrition. The review aimed to gain insights from these diverse fields and integrate them into the study. An overview was provided, with a significant focus on the situation of “previously disadvantaged” high school learners. An examination of the Apartheid nationalist government in South Africa from 1948 to 1994 was conducted to understand the context in which these learners find themselves. The lasting effects of Apartheid and the impact of Bantu Education, a policy implemented during Apartheid to restrict educational opportunities for non-white South Africans, were explored. The section also delved into the definition of learning, the intricacies of the learning process, and essential study skill elements contributing to effective learning. By the end of this section, a review of relevant literature from various disciplines provided a theoretical foundation and practical approaches to education.

The project highlighted essential data to develop, implement, and evaluate a study skills acquisition seminar. The implementation at Helderberg High School empowered learners who excelled academically and fostered relationships through which the gospel invitation, according to Christ’s method, could be extended. The model developed in this project is expected to be reproducible, broadening the impact and outreach of ministers in the community.

The evaluation of the intervention was conducted through direct observations and field notes, providing valuable data for analysis. The study skill acquisition

curriculum and seminar aimed to address the educational disadvantages faced by previously disadvantaged learners due to the Apartheid-era Bantu education system. The initiative sought to bridge the gap between privileged and underprivileged learners by teaching study skills and providing access to educational resources, promoting equal educational opportunities.

During the planning and implementation of the curriculum, one aspect that could have been further considered is Maslow's Hierarchy of Needs. This psychological theory proposes a hierarchical arrangement of human needs, from basic physiological needs to higher-level psychological needs. By addressing the most pressing needs of the learners, such as their physical and safety needs, the curriculum could have laid a stronger foundation for effective learning.

Incorporating Maslow's Hierarchy of Needs into the curriculum would have taken a more holistic approach, ensuring that learners' most urgent needs were met before solely focusing on study skills. This approach would have facilitated trust, broken down barriers, and provided a solid foundation for effective teaching and learning.

Moreover, it is crucial to consider the broader context of the legacy of Apartheid and its impact on education. By including a critical examination of Apartheid's history and consequences within the curriculum, awareness and understanding of the challenges faced by previously disadvantaged learners can be raised. The curriculum could have provided opportunities for reflection and dialogue, encouraging learners to critically engage with the ongoing effects of Apartheid on the education system.

While the study skill acquisition curriculum and seminar aimed to empower previously disadvantaged learners, there is room for improvement. By considering

Maslow's Hierarchy of Needs and incorporating a critical examination of Apartheid's legacy, the curriculum could have provided a more comprehensive and practical approach to empowering and equipping learners for academic success. Addressing learners' most pressing needs and promoting a deeper understanding of the historical context would have contributed to a more equitable and inclusive educational experience for these learners.

Conclusion

The evaluation of the intervention through direct observations and field notes provided valuable data for analysis. The study skill acquisition curriculum and Study Skill Seminar aimed to address the educational disadvantages faced by previously disadvantaged learners due to the Apartheid-era Bantu education system. By teaching study skills and providing access to educational resources, the initiative sought to bridge the gap between privileged and disadvantaged learners, promoting equal opportunities in education.

However, one crucial aspect that could have been further considered during the planning and implementation of the curriculum is Maslow's Hierarchy of Needs. This psychological theory highlights the sequential nature of human needs, starting from basic physiological needs to higher-level psychological needs. By prioritizing the learners' most pressing needs, such as their physical and safety needs, the curriculum could have established a stronger foundation for effective learning.

By incorporating Maslow's Hierarchy of Needs into the curriculum, a more holistic approach could have been taken. This approach would have ensured that the learners' most urgent needs were met before solely focusing on study skills, fostering trust, breaking down barriers, and providing a solid foundation for effective teaching and learning.

Furthermore, it is essential to consider the broader context of the legacy of Apartheid and its impact on education. By incorporating a critical examination of the history and consequences of Apartheid within the curriculum, learners would have gained awareness and a deeper understanding of the challenges faced by previously disadvantaged individuals. Opportunities for reflection and dialogue would have encouraged learners to critically engage with the legacy of Apartheid and its ongoing effects on the education system.

Although the study skill acquisition curriculum and Study Skill Seminar aimed to empower previously disadvantaged learners, there is room for improvement. By considering Maslow's Hierarchy of Needs and incorporating a critical examination of the legacy of Apartheid, the curriculum could have provided a more comprehensive and practical approach to empower and equip learners for academic success. Addressing the learners' most pressing needs and promoting a deeper understanding of the historical context would have contributed to a more equitable and inclusive educational experience for these learners.

Professional Transformation

The Doctor of Ministry program at the Adventist University of Africa (AUA) program is designed to cater to my context (a frontline pastor), already actively involved in ministry, aiming to enrich my knowledge, skills, and professional competence to transform my practice and make a more substantial impact in my respective domains. The program encompassed a range of potential learning outcomes and opportunities for my professional transformation.

One of the primary benefits of the DMin program was the acquisition of advanced knowledge. I delve into areas such as theology, biblical studies, pastoral leadership, counseling, ethics, and spirituality, enabling me to develop a deeper

understanding of these and my chosen field of Urban Missions. Through specialized coursework, I could cultivate expertise in specific areas of interest, broadening my knowledge base and becoming a more effective practitioner.

Furthermore, the DMin program fostered critical thinking and research skills. I engaged in research activities and typically undertook a doctoral dissertation. This process equipped me with advanced research methodologies, necessary thinking abilities, and the capacity to apply research findings in real-world ministry contexts. As a result, I am better equipped to analyze complex issues, evaluate diverse perspectives, and make informed decisions that will positively impact my ministries.

Leadership development was another prominent focus of the DMin program. I received training in essential leadership skills to manage and lead in ministry settings effectively. Topics such as organizational dynamics, strategic planning, team building, and conflict resolution were covered, enabling me to become a more adept leader and an agent of change within my organization and the communities I serve.

Personal and spiritual formation was an integral component of the DMin program. I engaged in activities aimed at deepening my spiritual life (journaling), enhancing self-awareness, and fostering personal growth. Exploring my values, beliefs, and worldview contributed to my overall well-being and equipped me to provide pastoral care and guidance to others.

The DMin program also encouraged interdisciplinary learning, exposing me to a diverse range of perspectives and approaches. This multidisciplinary perspective enhanced my understanding of ministry, facilitated the integration of insights from multiple disciplines, and nurtured creative problem-solving abilities.

The networking opportunities provided by the DMin program are invaluable. I had the chance to connect and learn from experienced professionals within their field.

Collaborative learning environments, workshops, seminars, and conferences fostered networking, leading to potential partnerships, collaborations, and professional relationships that enriched my future endeavors.

Professional advancement is a significant outcome of completing the DMin program. The study journey of the DMin degree deepened my walk with Jesus, helped me identify and correct my blind spots, and equipped me for better service.

In summary, the DMin program offered a transformative learning experience that combined academic rigor with practical application. It enabled me to deepen my knowledge, sharpen my skills, and grow as a leader, practitioner, and scholar within my fields of ministry. Through advanced knowledge acquisition, critical thinking and research skills development, leadership enhancement, personal and spiritual formation, interdisciplinary learning, networking opportunities, and professional advancement, the DMin program empowered me to make a lasting impact in my ministry and the community.

APPENDIXES

APPENDIX A

AUA ETHICS REVIEW BOARD



Adventist University of Africa


FOR THE ETHICS REVIEW BOARD

I, DANIE POTGIETER, a student of the AUA DMin Program, do hereby request permission to conduct my research, with the full intention of collecting data in an ethical manner, without causing harm of any kind to those who will volunteer me information.

Title of the dissertation: A STUDY SKILLS ACQUISITION PROJECT AIMED AT THE "PREVIOUSLY DISADVANTAGED" LEARNERS OF HELDERBERG HIGH SCHOOL, CAPE TOWN

Place where the dissertation will be carried out: CAPE TOWN, SOUTH AFRICA


I agree to obtain the informed consent of the persons whom I will interview or survey. I will endeavor to avoid causing any harm to these subjects. I also agree to maintain the confidentiality of those interviewed/surveyed. Finally, the information gathered will be used exclusively for the purpose of my dissertation.


DP POTGIETER
Signature of the student

08/29/19
Date

Permission has been granted denied.

For the ETHICS REVIEW BOARD of AUA


Signature
KELVIN ONONGHA, PHD, DMIN
DIRECTOR, DOCTOR OF MINISTRY PROGRAMS, AUA

08/23/19
Date

APPENDIX B

CONSENT FORM



Focus Group Research Consent Form & Parent Consent for Learner

Title of Research Project:

A STUDY SKILLS ACQUISITION PROJECT AIMED AT THE "PREVIOUSLY DISADVANTAGED" LEARNERS OF HELDERBERG HIGH SCHOOL, CAPE TOWN

Investigator(s):

Danie Potgieter, Principal Investigator, Email: potgieterd@aua.ac.ke Kelvin Onongha, Professor, Email: ononghak@aua.ac.ke

Danie Potgieter is a Doctor of Ministry student, at the Adventist University of Africa (AUA). He is primarily responsible for this research. Dr Kelvin Onongha is the Director of the Doctor of Ministry and MA Missiology programs at AUA. He is also the associate professor of Missions.

Purpose of the Research:

The development of a study skill acquisition curriculum is the main objective of this research project. This will be achieved by understanding the study needs of learners. Furthermore, the following needs to be established: issues which learners face, the concerns they have, their attitudes towards studying, their behavior and habits, and their opinions or perceptions about the study process.

Description of the Research:

The learners in this study will be asked to express their thoughts and feelings regarding the concerns and problems they experience, in a group with other learners. The group session will require about an hour and will be held after school, for participants not to miss school. The focus group session will be audiotaped.

Potential Harms:

There are no potential harms associated with participation in this study.

Potential Discomforts or Inconvenience:

It is possible that discussing the topic (study skill acquisition), could bring potential discomforts, associated with participating in this focus group discussion, to some participants.

The inconveniences associated with participation in this research may include the time required to attend and participate.

Potential Benefits:

Participants and their families are not guaranteed to obtain any benefit directly from participating in this research. The participants may benefit from the satisfaction of knowing that they are contributing to our understanding of the study needs, issues, and concerns of learners with regards to studying. The results of the study will be made available to you if you indicate that you wish to receive them. Please let Danie Potgieter know if you wish to receive the results of the study.

It is also possible that learners may benefit in the long-term if this research is able to identify key areas to include in the Study Skill Acquisition Program.

Confidentiality:

No personal information about you or your child will be recorded. A coded number will be used to indicate each participant. Only Danie Potgieter will have access to the list that shows who each code

number belongs to. The list will only be used if we need to clarify information about you or your child. It will be kept in a locked cabinet. The list will be kept until the study information has been checked for accuracy, thereafter the list will be destroyed. The focus group discussions will be kept separate from the list.

All the analysis or results from the study will be done only with the coded participant numbers. The results of the study will be kept on a password protected computer owned by the researcher. Your shared opinions will be used only for research purposes. We would require your written consent, as well as a new signed consent form, before we share the research results with another researcher. We will respect your privacy. No identifying information about you or your child will be given to anyone or be published without your prior written consent, unless required by law. For example, the law requires us to give information about you if a child has been abused, if you threaten to harm or kill another person(s), if you talk about suicide (killing yourself), or if the court orders us to give them the research papers, as well as all documentation and data used to arrive at the relevant conclusions.

The data produced from this study will be stored in a secure, locked location. Only members of the research team will have access to the data. Following completion of the research study, the data will be kept for period as specified by AUA policy. After the expiration of this period the data will be destroyed. Published research results will not reveal your identity.

During the group meeting we will remind everyone that the information shared is private and should not be repeated outside of the group. However, we cannot ensure that the participants of the group meeting keep identifiable information about you private.

Reimbursement:

Participation is voluntarily and therefore no participant will be reimbursed for participating in the focus group.

Participation:

Helping with research is voluntary. Your child does not have to participate in this research. Your child can even start the study and still change his/her mind and stop at any time.

Your child's help with this study may allow us to develop a study skills acquisition curriculum that may have commercial value. However, your child's participation in this study will not entitle your child to a share in any future economic benefits.

You will be given a copy of this consent form for your personal records.

In no way, does signing this consent form waive your legal rights nor does it relieve the investigators, sponsors or involved institutions from their legal and professional responsibilities.

Sponsorship:

Kind bursaries, from the Southern Africa Union Conference and the Cape Conference of the Seventh-day Adventist Church sponsored this research.

The people working on this research study do not have any competing interests or conflicts of interest through which they might gain from your participation in this study.

Consent:

By signing this form, I agree that:

- 1) The study has been explained to me. All my questions were answered.
- 2) The possible harms and discomforts and the possible benefits (if any) of this study have been explained to me.
- 3) I understand that my child has the right not to participate and the right to stop participation at any point in time.
- 4) I am free now, and in the future, to ask any questions regarding the study.
- 5) I understand that no information that would identify me, my child, or my family, will be released or printed without my written consent.
- 6) I know an audio recording of my child's comments will be made.

I, _____ hereby consent to have my child _____ participate in the focus group research.

I have read and understood pages 1 to 3 of this consent form.

Name of Parent

Signature

Date

Name of learner who obtained consent

Signature

Date

Contact Details of Main Researcher:
Danie Potgoleter

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APPENDIX C

PRINCIPAL'S REPORT



PRINCIPAL'S REPORT 13 May 2019

1 SCHOOL ENROLLMENT

<u>CLASS</u>	<u>SDA</u>	<u>NON-SDA</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
Grade 8	8	27	20	15	35
Grade 9	9	27	15	21	36
Grade 10	6	24	18	12	30
Grade 11	9	26	17	18	35
Grade 12	12	19	15	16	31
TOTAL	44	123	85	82	167
Percentage	26%	74%	51%	49%	100%

2 ACADEMICS

Learners failed last term:

- Grade 8 – 1 x Language + 1 x Maths = Total: 2
- Grade 9 – 2 x Language + 3 x Maths = Total: 5
- Grade 10 – 4
- Grade 11 – 0
- Grade 12 – 1

3 EDUCATIONAL DEPARTMENT

Mrs E Venter completed her PGCE and will be appointed on a permanent contract as the Afrikaans educator.

4 SCHOOL PROMOTION

We had our open day on 26th February 2019 and had a good turnout. We advertised our school's open day on Radio Helderberg. Mrs Richards and I had an interview on Radio Helderberg to promote our school. The Grade 8's had their market day on 2nd February 2019, a very exciting event enjoyed by learners, staff and parents. On 11 February the Head Boy and Head Girl and the Deputy-Head Boy and Deputy-Head Girl and I went to Helderberg Primary School for Assembly to do the worship and to promote Helderberg High School.

5 SCHOOL FUNCTIONS

The Grade 11's had their leadership camp from 13- 15th March at True North near Grabouw. The weather was perfect and everyone had a wonderful time. They learned about teambuilding, themselves and their fellow Grade 11's.

The Matrics went to see Hamlet at the Artscape Theatre on 15 April 2019. It was a great outing which forms part of the Matric English curriculum and everyone enjoyed the play.

Mr von Hörsten and the photography club went on a photography tour from 17 -24 April 2019. They visited the Eastern Cape Addo Elephant Park, Free State Gariep Dam, Tiger Canyons to photograph tigers and cheethas, Graaff-Reinet Valley of Desolation and Calitzdorp Spa. Everyone had a wonderful time and built memories for life.

5 **FUNDRAISING and PTA**

Our first fundraiser took place on Saturday evening, 16 February 2019 in the form of a Swimathon. We raised the amount of R 6 596.00

6. **CAMPUS DEVELOPMENT**

We are constantly busy with maintenance at the school, house # 6 will be receiving intense maintenance during 2019. We had a burst pipe in house #5 a few weeks ago. An insurance claim has been submitted, we are awaiting feedback, we have started with the retiling of the passage in the meantime.

7. **CONCLUSION**

The Lord continues to be bless our school. We have interviewed a number of promising learners for grade eight next year and we hope to get more applications during the next few months.

APPENDIX D

MR BASSON'S EMAIL

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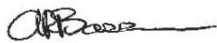
**HOËRSKOOL
HELDERBERG
HIGH SCHOOL** 
TO LEARN | TO LIVE | TO SERVE

12 May 2022

ENROLLMENT BY ETHNIC GROUPS FOR 2019

White	69
Coloured	55
Black	40
<u>Other</u>	<u>7</u>
<u>Total</u>	<u>171</u>

Yours faithfully



**AR BASSON
PRINCIPAL**

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APPENDIX E

PILOT GROUP TRANSCRIPTION

DPP: Good afternoon, everyone, my name is Danie Potgieter. Thank you very much for availing yourself for this uh focus group research for this afternoon and uh uhm the title of the study is: A study skill acquisition project aimed at the previously disadvantaged learners of Cape Town. Today is the fifteenth of March it is now quarter past two and you guys are all aware that we are recording the proceedings.

DPP: LEARNER A I am going to start with you if you guys can just introduce yourself and indicate whether you are aware that we actually record uhm the session.

LEARNER A: Yes, I am LEARNER A, grade ten learner at Helderberg High School, I am aware that we are recording.

DPP: Thank you, LEARNER A.

LEARNER B: LEARNER B, Grade twelve at Helderberg High School, and I am aware that we are recording.

DPP: Thank you LEARNER B

LEARNER C: LEARNER C, Grade nine at Helderberg High School, and I am aware that we are recording.

DPP: Thank you so much.

LEARNER D: LEARNER D, Grade eleven, and I am at Helderberg High School, I am aware that we're recording.

DPP: Thank you LEARNER D.

Question 1

DPP: I am going to ask you guys, uh to put on you preacher voices, so that we can pick it up on the recordings, and well' get going. So, let's get started with some of the questions. The first question that I would like to ask is: Do you guys like your school?

Group: Yes, yes

DPP: And then uhm, once you guys tell me that you like or don't like the school, I would like to know a little bit more. Well, it's... If you like it, why do you like it and if you don't like it why don't you like the school?

LEARNER A: It focuses on academics

DPP: so, you LEARNER A, like the school because it focuses on the academics. Okay, okay.

LEARNER B: Sometimes it is nice to have a big school but sometimes it is good to have a small school because then you know this the teachers know you and they focus on you. So, when you on a big school sometimes you can like have low grades and stuff, the teachers can't really focus and come and talk to you to know what is going on because there's too many people. Forty people to see in each grade. So, when you are just like twelve people in a grade or in a class then the teachers know o okay that is Student X, okay she got a low mark. So I need to speak with her, and I need to push her and ask why is this happening. So that is why I like it because teachers actually focus on us and they give us the attention we need; uhm uhm I am not saying all, ne, but like some of the majority.

DPP: Okay, Okay

LEARNER C: Well, uhm, uhm, at first, I did not want to come to a Christian school because of the fact that (is) was Seventh-day Adventist. But uhm, coming here

I really admire the school that focuses on you as an individual and that the fact that the school is literally based on Christian principles so that kind of builds your character.

DPP: uhm

LEARNER D: Well, now days when you don't really get a lot of Christian schools as well because as you know that Christianity is being you know removed from schools and all that stuff. I like the fact that Helderberg High School since it is an SDA institution, it has a mixture of uh Christianity. Uhm, uhm; as a church, itself, and school as well had found a way of actually bringing those together and making something really uhm really uhm appealing to students as well. Uhm; so uhm we are very Helderberg High School is a very accepting school it accepts uhm any person from Muslim to Christianity to Christians and yea that is why I love the school it's very open.

Question 2

DPP: uhm; it sounds like a uh because Jesus loves people, we love people as well. Yea, true. Yeah, thank you very much. Now I want to ask you guys: How does a typical day in your life looks like and I want to tell you to be a little more specific, tell me about your day. You know when you get up in the morning, what do you do first and then next until you go through the whole motion eating, showering watching TV and sleeping at night. So, take me through your day, take me through your day.

LEARNER A: My day begins by waking up.

DPP: That is a good way start a day.

LEARNER A: Uhm showering, then getting grace for school, getting off to school. I don't usually have breakfast, probably a bad thing but I don't have time, and then classes till two o'clock, from half past seven to two. Then I get home, I am

supposed to do homework, then do home work. Uhm I go for a run, eat supper. I study if I really need to, otherwise I don't, then sleep and start all over again.

DPP: Uhm

LEARNER B: My day, I feel like is a bit similar because I don't have breakfast. I need to adapt now because I wake up and then get ready, I don't know if it is the rush and come to school but I don't have breakfast. I come to school. Some days at school it's fun, sometimes stressful because of the tests and see your marks. Someday are just lazy, lazy days. So, it is school, dorms, sometimes sport, sometimes you lazy, you no sport and because at the dorms there are study hour that I sometimes also like no sometimes every day you are forced to study, yeah because of the study hour. I don't know without the study hour if I will be studying. Yeah, but, but yeah so school four o'clock study hour, eight o'clock study hour, we have worship then in the morning six am we have worship, eat and yeah.

LEARNER C: Our days are pretty, practically the same because we both live in the hostel. We wake up in the morning, but we just get ready for school seven o'clock we have breakfast and come to school. Enjoy your day at school, try and enjoy your day at school, and then four o'clock we have study. So basically, there is a certain time put out for studying and then after that have supper and then go to church - worship very day and then study hour at eight and then whoa. . .

DPP: Okay, okay. Sounds you guys have some fun. And you LEARNER D

LEARNER D: Uhm schooldays here at Helderberg High School aren't always the same, and the same routine. So, my days starts off or some of the days, most of the days, start off with me waking up not eating breakfast, coming to school. On a Monday, we have assembly and uhm after that we start with the classes, and we have uh a break in between. And then we have to attend classes till two o'clock. Then after

that most of us go home if there are no extra murals after school and uh, yeah, then we go home. Uhm study, go through my schoolwork, do some sports running as well, then attend worship, ????? on campus. Then come back from worship go through my schoolwork. Watch movies if I feel like watching movies. Then go to sleep. Uhm. So yeah.

Question 3

DPP: Thank you very much. Interesting, interesting days. But it doesn't like studies is one of the uh major priorities of everybody. (Laughter). And that will bring us to the next question: In your opinion, why does some learners excel in their studies.

LEARNER A: I think that that comes from two reasons. A lot of people are, uhm, they just understand things a lot easier. They'll hear something in class and then they'll go home and they'll do nothing and they'll come and write a test and get eighty percent. Other people, uhm, are not out of the head smart, they are book smart. They may enjoy studying, they may hate it, they go home, they work hard, uhm and they excel, because they have worked hard. A lot of people are neither and they don't work hard and then they don't excel. So, it is about knowing who you are, uh and just do everything you can to aid your studies. Even somebody who is just smart out of their own, uhm needs to study a little bit. (Laughter)

LEARNER B: Over the way people understand the subject, because for me it is a challenge because my home language is not English. And I only started working with English when I came here in grade ten. Uhm. But all my life, since grade one till nine, I was in Portuguese school, and it was pretty easy. So even though I had a nice bright mind that I can just listen in class, and then don't study at home and come to school. It won't happen, I won't pass because it is uh another language. So, I first need to think in my own language and then translate it in my mind in Portuguese and

then come here and wrote this. So, uhm for me, for people to be excellent, they need to work hard for people like me but for other people like, an example like you guys, then I feel like you are good, if you listen in class, if you uhm, work in class. All the teachers like do this exercise she is writing and she is talking and she is explaining, like okay and they go home. When they come the next day to write a test they don't actually study because they have been listening in class. And I know a lot of people like this they tell me no I haven't study, this is general knowledge, my teacher has been talking about it and I feel like wow, you are a lucky person. Because not all of us are like this we need to have sleepless nights to learn that thing and then come and write. Uhm, uhm but there are just some people, that they listen and they understand and they don't forget.

DPP: Uhm, uhm.

LEARNER C: I feel like it has been really said, but it is the amount of time you put into your work. And like when you get home for me it is like, you go through the day's work and then just put in a little something extra so that you can let say, you do the following days' work. Or you go through the following day's lesson or something. So that when you get to class, you can also be like: I know that answer. (Laughter) Something like that so, yeah it is basically what is already been said.

DPP: Okay

LEARNER D: Uhm, so uhm, one of the uhm main reasons I think is uhm because... its uhm a you know its students are not the same when you get to school. So, I think family at / and home also plays a role in how good student would do at school. Because how I was raised up is at uhm we are not like very fortunate you know family back at home. So, my parents actually grandparents help me. They raised my up to be able to think for myself. So now at my state I know that my family is not that

you know that fortunate, so I was taught to do good or do better at school. So, I can be able to support my family.

DPP: uhm uhm.

LEARNER D: Back at home or the other reason is that uhm other families don't really you know uhm focus on this on how well the students do at school as well. That is like may be most of the students at school just go home, get home, then play games, then come back the next day to school. Other families don't really actually look at how well the students are doing. So, I think family and motivation also plays a big role in how students do at school.

Question 4

DPP: uhm. Thank you. ah may be uh uh totally different question is: Does your life have meaning? Does your life have meaning?

LEARNER A: Pretty philosophical question, but I think so. In everyone's life there is a different meaning. Uhm each person could say that uhm that God has given them uhm, a journey something, they need to live out. Somebody who is not religious would say that they have things to get done on earth. Uhm for me your family is your meaning. Uhm people has brought you into this life to bring, or to to uhm represent you family. Uhm people who loved you, you need to do the same for others. Uhm you also everyone makes a difference in the world like I say one votes, lots of people say one vote doesn't matter, but one vote may make a difference between the ANC and the DA. And you are like that, you have one less person in a business doing a job, the business can't just really function. So, everybody who is born have a meaning. Uhm so, I think the only people without meaning is all the people who aren't born.

DPP: uhm, uhm

LEARNER B: I still feel like I, I agree with LEARNER A. And I feel like for some people they, they say it for people that suffer from depression or anxiety, they there come to a point in their life that they go like ??? they, they say my life doesn't have a meaning. Sometimes for us our lives doesn't have a meaning, but like LEARNER A said, for our family, like people who created us like our parents, our sibling, the people that grew up with us our friends, for them we actually have a meaning. So, if we try like and fool ourselves. We won't—we will think that we won't suffer but there will be people that are suffering so I also feel for me my life has a meaning because of my family.

DPP: uhm, uhm.

LEARNER B: I don't want to hurt them by hurting myself because by hurting myself they will get hurt also. Augh, it's a bit it's it bit of selfishness sometime because we think about us when you say, my life has a meaning yes it does a meaning I need to build, I need to be successful. You don't think uhm the people around you sometimes it does more meaning for them then for you. Uhm, uhm. because if today I die, I feel like, a lot of people, probably, mostly my family will suffer a lot because I have, I made a big impact on their lives and mostly for my mom and my dad.

DPP: Okay

LEARNER C: Uhm, firstly I feel like God wouldn't have created me if He didn't think that my life would be of meaning to someone. So, like everyone said, yes, we are meaningful to our parents and to our family and probably to our friends. But I just also feel that I am also meaningful to God, because He did create me so somehow it was a plan for me, I am meaningful to Him.

DPP: Okay

LEARNER D: Uhm, life has meaning, sometimes depend on how you look at it, because other people would say that life haven't meaning just because they are going through tuff time or anything like. Life has meaning you just you just in life you just need to set goals to do what you really what to do and you reach those goals then then you become what you wanted, what you want to become. If you want to become a doctor you become a doctor, just live, you just live a day, like day by day. Don't think what is going to happen tomorrow. ??? life has meaning.

Question 5

DPP: uhm, uhm, Thank you

Tell me, how important do you guys think it is to uhm, do well when you finish with matric. To have a good matric.

Group: Very important

DPP: And tell my why you think it is important, if you think it is important?

LEARNER B: Because I feel like the first reason is, you are aiming to finish with matric because you are trying to apply for a job or to go to a university. So, if you don't do wel, you won't be able to uhm, apply for this specific areas, I . . . , for you to work and achieve an matric certificate. So, if you don't have one then you there won't uhm, uhm they won't employ you. If you want to go and study medicine, you need to have a matric certificate with very good marks. So, if you don't have this marks, they won't accept you in university. So, it's very important to do well in matric. Even though some people think are not important, like my / I today, now days in class I was looking for places to apply, I discovered that leadership at school is very important because most part of the universities ask you, even like to be a choir leader or a sports leader it's very, very important. Because if you not like / even if you have like sixty seventy present this little things this leadership skills they can help you

to get into university. And when I say these things am I just like ah, you know if I could go back one time, I feel like I will get more involved with a lot of things at school so I can apply and have something to put there. So, I feel like it is very, very important for you to do well in matric.

LEARNER C: I think that the main reason we all go to school because we want to succeed in life so, in order to like how important, it is, is that throughout the time you have to do well and when you get to matric it's gone. Sort of become how do I say it's not when you get to matric it's, it's gone sort of be easier because you know all your, your school career you have been working hard. And then to get to matric and after matric you have to I don't know, somehow it becomes very important, to pass a matric because now a days we don't want in our life or in our economy we don't want people that don't know what they are doing. We want people that if you are a doctor, you know how to how do I say pump blood into a heart or give me another kidney or something. I don't want someone that is inexperienced, so, matric is very important.

DPP: uhm, what do you think LEARNER D?

LEARNER D: Uh yea, matric is very important. Uhm I remember back at my previous schools my teacher described uhm school as a ladder, you know. You have to like climb the ladder like step by step. You can't just skip a step, uhm, uhm. and expect to you know not use any due to get to the other step. So, matric is very important, it is a steppingstone, uhm, uhm, to a better life.

DPP: Okay.

LEARNER D: So yeah, matric is important.

LEARNER A: I am, I am gone go like opposite to everyone else direction. I think it is very subjective because there is a lot of people who uhm one they finish

with grade nine they've got that uhm certificate whatever that is called. They then will go to college and study the uhm field in specific that they want to do and then they'd be more experienced since some of these who stayed till matric. Uhm but then on a flip side if you want to become a doctor you have to stay till matric. Uhm, uhm and if you're someone like, like LEARNER D was describing if you want to support your family, uhm a whether it is being a doctor or electrician or whatever it is you need to work hard and that means getting matric. For me myself I want to get a matric because academics is important to me, and I know it can take you a lot further, but it does depend on who you are. Uhm a lot of people like uhm yea I can't think of some ??? a lot of people who'd drop out of school ended up in the right places. So, it depends on what works for you.

Question 6

DPP: It's true, and may be a related question: which is more important grade twelve / matric or grade eleven?

LEARNER A: Uhm, I think, I wanna say grade eleven because grade twelve you get you matric certificate. But grade twelve is from my understanding, I am not in either of the grades my understanding of grade twelve you learn a little bit more but the year is a lot shorter, so the majority of the year is just provision getting you ready for matric exams. Grade eleven you continuously learning new things until you get to it right end of the year and you're revising. So, say grade twelve is a very, very short road of repetition until you get till the end.

DPP: It's true, which one is more important, more significant: grade eleven or grade twelve and why?

LEARNER B: When you apply to university you need to apply with you grade eleven end year's mark. So, if you take zero for everything they, they won't accept

you. cause for you to get in, you need give your grade eleven marks. So, grade twelve is so short like yea, grade twelve is just for you to write the final exams so they can know if you are ready to get into university.

DPP: It's true. What are your thoughts on diet and studying?

LEARNER C: Okay firstly, I don't like stopping myself and I love my food very much. So, dieting is really good it can help with your studying. When you study and stuff like that so I think dieting is good.

LEARNER B: And also, when we speak about diet, is not like staving, it's also how you eat and like if you diet is balanced or not. Because if you eat a lot of chips you don't eat fruit or like rice, or you just eat chips, chips, chips it's not a balanced diet, cause you don't have variety of food. You don't need to uhm like stop eating to be on a diet, you just need to eat healthy. Healthy like if you eat beans rice and chips today, tomorrow you eat spaghetti and salad and fruit. Yeah and on time also, you can't not stay all day without eating, this is me sometimes and then decide to eat at night. Cause if you were suppose to eat one spoon of rice at night you want to eat three of four because you have been starving yourself and then when you eat you gonna eat like, yea.

DPP: Any, any other thoughts on studying and diet?

LEARNER A: I'll think I'll put it like this. I'm really training for the two oceans half marathon. And one of the most important things they say is when you, when you come up to the race you must never change your diet because it gives stomach complications, and you have less energy than you use to and stuff. I think studying is the same thing. I 'am a very strong believer in healthy body healthy mind. Uhm so, exercise is eating right it's all gone help you concentrate better. But if you have been eating chips you whole life and now you are coming up to a week before

exams and you think okay letters is going to help me, it probably won't because now you are going to have less energy because you are not use to that kind of food and you are feeling sick. So, diet is very important, but I don't think diet necessarily is, would refer to weight loss, it could just be maintaining and in the beginning, being healthy. uhm, uhm.

Question 7

DPP: Okay. Uhm. When you think of school or studying, how does it make you feel?

Let's start with LEARNER D.

LEARNER D: You know it is very important because uhm.

DPP: How does it make you feel?

LEARNER D: How does it make me feel?

DPP: Uhm

LEARNER D: O, well. First of all, let me start by saying I usually get a lot of advice from my grandfather. He always says that uh what happens you know in your brain, if you have a headache, there is always something wrong with your stomach, your organs and stuff. But uhm well uhm, interesting question. How did that make me feel? Uhm. I don't know.

LEARNER C: Honestly, like due to the fact that I have a certain time when I am supposed to study, sometimes I just wished that that like somehow someone can just stop the time and that time just happen later on in the day. Because it is kind of tiring for me it cause me to be thinking about studying. But then somehow like when I speak to someone and all something motivates me to study especially if it is for marks. Like I constantly always ??? ???? like work or assignments or tests or whatever. The first question I ask: Is this for marks? And then the teacher either say

yes or no. And then I just like okay if it is for marks, I have to put effort into this, but honestly studying drains me.

DPP: Uhm

LEARNER B: Now day okay, long time ago I use to love studying. I use to stay at school from seven, uhm form eight am, half past eight, because seven is there coming to arrive to six pm because it was far from home and so then we had like extra things to do at school we stayed there, and I didn't mind. My mom was like: You / you guys like school. Me and my sister were like yes, we love school. Today I, I wish I can finish with school. I can't wait. Like uhm, I don't know I won't event lie it is so stressful. So, overwhelming sometimes, I just feel like crying. Like there was a time when sister come and wake me up. I almost cried. It is so because it's a lot of stress, it's a lot of things that go, goes into your head. This thing of like if you don't study then you won't be successful in life. If in matric and you take low marks, even if you pass you won't be accepted in university, you know this thing is going through your mind. And for me it's so stressful it's so sad because I feel sometimes, I feel so overwhelmed that I am with my books in the table and I can't uhm yea I can't think, I can't make something about it. I'm just like aah, now what should I answer there and then I feel so like discourage. And I'm like you know what I'm gonna give myself a thirty-minute nap and this nap becomes two hours. And then when I wake up, I still need to go to worship that is almost an hour when I come back, I'm like aah, worship drained me. I can't think you know you just stress because it's so much work that you accumulate. That's why I advise like it's not good to accumulate work, because when you have a lot of it, you're in the stress thinking about school that is tomorrow. And probably you have a test or other projects to hand in and then you still have all that homework. That if you don't do it or have DT or now you have D-merits that they are

giving now, because you don't do you work. So, you think about all this now you like am I going to study for my test or my projects or I am going over my homework and then you know there was a time when I was just like I will sleep and see what happens tomorrow. Yeah, and I just feel like and so yeah, I'm trying to change this thing. I'm like trying not to feel overwhelmed. When I think about school or stress it's a bit complicated but like I'm working on it. But it's stressful, it's very stressful for me. To think about school, it just stress me.

LEARNER A: Uhm the idea of school and studying frustrates me, because I went to grade one when I was seven, (cough) uhm, it's different. ??? ???? some people say gap years but generally a year from matric to university, a year form university to work. So ??? you are working and doing things from when you are seven to when you like sixty-five, and what's that, fifty-eight years. Uhm, o, whatever that is, uhm so you, you constantly in motion, you constantly doing work and you actually you get, you get six years of your life to relax, and then you don't know when you are going to die. So, the only time you actually get some relaxation is in holidays and, and sometimes on weekends. And your, your only release could be your exercise, or which is still work, or uhm your art your photography or uhm singing which is still work. So, I think the nice thing about school is being able to come and see your friends. But then that turns into studying and then it is not nice anymore. What frustrates me is you spend your whole life in motion, and you never actually get to enjoy what you have created. uhm, uhm. for yourself

Question 8

DPP: Thank you very much. Let me ask one more question. Let me ask you the last question. And uh that will be: how do you study? How do you study? You know, where do you start, what type of things do you do, and you call that study.

LEARNER A: The first thing I do is tell myself I'm gonna study now, and then two hours later I begin. And then generally starts to take look at the work and start an hour later and uhm go through the work in the book. And then I will summarize, uhm into a few pages because a load of work just freaks me out, and then I usually summarize my summaries because the still too long. Uhm and I will read through my summaries and repeat and repeat and repeat and learn it like I would learn a script for a play and continue repeating. And then write tests, effect like uhm practice test like mock tests and then I can't answer it because like, I mean I can answer it, I can't mark it because I don't have the answers, what is the point of my writing it in the first place. And then I come to school and fail the test or write it.

DPP: How do you study?

LEARNER B: I'm I learn this method with colors. So first I also need to put in myself that I might study. Yeah, I feel like you first need to understand that you have to study. Because you can't just think, that is why I don't like this thing of study hour when they come "ting", "ting", "ting" study hour. Because if you were sleeping and they just wake you up. "Hey study hour you must wake up." Yo your mind is not there, yet you just woke up. You're still dizzy, you don't know what to study. So first you need to be like okay I, I want my job now I am going to study and then when you get to you books uhm. I feel like I also summarize. I write it to summarize and then when you summarize you highlight with different colors. This is what uhm one my old RA taught us. She said put everything in codes. Like if we are talking about let me say math's and if we are doing geometry, you put geometry yellow and like ??? finishing of geometry you put in yellow, and then the formula you put in green. And then when you want to do like an activity you write the activity number and the page and everything. And then you put like a red highlighter there. So, you know this is my

thing, and then every single time you check, you check if you are doing scie / life science. You put the human body you want to know what is the heart, so then first you need to say the selection, ??? ??? ??? then put in yellow. Now you want to define what is a radius or what is a heart. Then you put everything. I feel like because colors call your attention. When you think of a nice picture of a rainbow people like: Oh, it's a rainbow, and people just look at the color at the beautiful bright color. So, I feel like if you have a lot of colors in your summaries and actually, I'm one for science, if you see my summary for physical, it's full of colors yellow, blue pink and very strong highlighters. So, I can be like oh, okay I'm paying attention.

DPP: uhm

LEARNER C: Yeah, I, I believe that I am a auditory learner. I like to hear things, basically. So, but then okay last year so I was like exposed to all different things. So, me hearing someone stand up there and speaking. Yes, I can understand what you are saying but somehow, I don't grasp what you are saying. So, I make summaries and then okay on this thing of telling yourself to study, and the study hour, I take about fifteen minutes before study hour, I always just tell myself okay, they're coming. Study hour. And then I just feel like they're the worst people in the world at that time and then afterwards they're just the best. So, for me it is like I have to summarize and then I literally put myself on voice recorder and repeat the things. And because I love listening to music in this day and age music is the thing and then I just whenever where ever I am going, I would just listen to my voice speak, even though it is so annoying , but I would just listen to myself speak the work and work and then I just somehow get the work the way I can just pick up on a song. The lyrics of the song I can just pick up on the work that I have to do and sometimes I just draw pictures of explaining certain things like if it's biology I will draw like a plant and then a cell and

all these little things so that I can take it in but I do truly believe that I need to hear something in order to like no words and stuff.

DPP: Uhm thank you very much

LEARNER D: One of the uhm the uhm if you none of us none of the students or my classmates but if you ask my classmates, they know that I love singing a lot. So usually when I study, I usually just listen to a song. Then I try to like uhm use some words to what I am studying and then I'm like put them in the song and when I write exams it just like love singing but in my mind, I still like sing a song, And try to like uh to learn ??? what I was studying, but usually my study method I just like read and take notes usually. So, I don't ever have like certain times to study instead like: "now I'm gonna study now". I just read every day and take notes read. Sometimes in my free time I just read something then even tried like uhm understand it, and know what's odd.

DPP: Thank you very much. You guys have been great and extremely helpful. And I would like to thank you once again for participating and assisting me in this project and giving me wonderful information.

APPENDIX F

PRE-INITIATIVE GROUP TRANSCRIPTION

DPP: I think the recording is on.

DPP: I will ask the questions and explain the process. So, this morning it is the 17th, Tuesday the 17th of uh September. We sit at the Helderberg High School, and we are going to continue with our focus group research project.

DPP: You all signed you consent forms. Yes.

DPP: And you are aware that we are recording the conversation? Yes.

DPP: And you agreed to it, yes? In writing and now? Yes.

DPP: Right, so let me start by asking you the first question.

Question 1

DPP: Do you guys like school? And if you say you like school, why do you like school? And if you say you do not like school, why don't you like school? Right.

LEARNER A: Uhm enjoy school because I get to socialize more than at home. Okay.

LEARNER B: I like school because I see my friends every day and uh, I get to learn every day, uhm and also approaching the end of like my high school career. Like really notice that I like school more. Because when I leave it is going to be horrible. It is going to be very much different. Yeah, there is no like order, you know. You out in the world. So, I like school.

DPP: Okay, excellent, excellent. Please, please continue.

LEARNER C: I like school because I get to socialize more with the people around me and also because, I learn new information while I am here.

DPP: Excellent. Excellent.

LEARNER D: I like school because it gives me like the chance to escape from any problems I face at home, so when I am at school I like, this is my happy place. Because I can be myself. So, I prefer school. That is why I like school.

DPP: Okay, thank you very much. I am going to ask you guys to speak up a little bit. Use your preachers voice this morning, for the sake of the recording. Please. Thank you.

LEARNER E: Sir, why don't we just move close? We can do that as well. Right. Right It looks like it now even picks up the guy on the moon. Let us see, so you had an idea for us.

LEARNER F: Certain aspects of school I like, and I do not like. But for most part, I like school because I enjoy learning. And I find learning new things very interesting.

DPP: Okay. Yes.

LEARNER G: Uhm. I will say at times I do not like school because it can get very overwhelming. Like the amount of work that they can give, get overwhelming. And then trying to uhm meet the expectations may put on us or your parents may put on you, becomes stringent and tiresome.

DPP: Okay. Anybody else, who wants to add to this. Or can I move on, we start getting to the easy ones now.

DPP: What gives your life meaning?

LEARNER E: Excuse you (laughter).

DPP: I am excused (more laughter).

Question 2

DPP: What gives your life meaning?

LEARNER A: What gives my life meaning is when I make people happy.

DPP: When you make people happy.

LEARNER B: When I am around my friends.

DPP: When You are around you friends. When I am around my family.

DPP: When you are around your family. Okay

LEARNER C: I'll say the, the mark you make on like the earth or sort of your time here, gives you a passion to do something and from that you can derive meaning from doing whatever like you want to do and it sort of fulfils your life by... It fulfils my life by helping other people. That is what I will say gives me meaning in my life.

DPP: Okay, almost like leaving a legacy. Yeah.

DPP: So, if you do not respond I take it your life does not have meaning or you just do not want to respond. (Laughter).

DPP: I am just teasing. Yes, please. . .

LEARNER D: What makes, when I am kind to other people. And I see them smile. Knowing that I know what they went through that morning and also leaving a legacy and making money. And also learning information.

DPP: Okay, yes, yes

LEARNER E: Uhm, I am thinking really hard what to say, but like I think this is a question that I really have to think deep about so that I can find the actual meaning of my life. Uhm, but I believe that my meaning is to like change the world, like make it a better place, and that is all that I can do.

DPP: Okay. So I think if we can summarize hearing what you guys mentioned uhm uh what gives us meaning uh is is the values that we have and whether we have a

purpose in life or not. Irrespective of what that purpose is. And that sometimes gives us meaning. You want to add to that?

LEARNER F: Uhm, one thing I want to add to that is that we all like next generation, we need to live up to our potential.

DPP: Yes, excellent. Good answer. Now we are going to shift gears a little bit.

Question 3

DPP: I want to know, what is the more important Grade: Grade 12 or Grade 11? And if you say Grade 12, I would like to know why you think it is more important; and if you say it is Grade 11, I would like to know why you think that is more important. You get the question? Yes.

DPP: So, which of the two grades are the most significant of most important one. Grade 12 or Grade 11? You go. Let us start. I see you had your hand up. Let us go this way around.

LEARNER A: I am not sure if this is correct, but I am pretty sure that Grade 11 is more important because I think the universities look at you Grade 11 marks.

DPP Okay. Is this what you are saying?

LEARNER B: Uhm same answers, uhm as my friend but uhm I think that this is like a stand up to matric, so like so this is like leading to like how can I say uhm, when you are in Grade 11 it is always like leading you to a better future one, so when you go to matric uh ah, okay I've forgot what my answer is, I'll get back to you (laughter), I can't now remember

DPP: That is fine.

LEARNER C: I think of school as like building a house. For every single day that you are here, you add ingredients in order for your house grow to, get build and

things. I feel Grade 11 is basically whereby you are building the walls of your house in order so that Grade 12 you have the roof to fit everything in order to (inaudible) . . .

DPP: Okay. So, we need roofs otherwise we will be very cold in winter

LEARNER D: I think that Grade 11 is more important because your performance is really uh sets the tone for (you) next year's performance. How you perform in Grade 11, is going to have an impact on how you perform in matric.

DPP: Okay, that is a very interesting perspective.

LEARNER E: I would say in Grade 11 they teach you a lot more things, then they do in the other Grades. So, in Grade 11 they sort of bring everything together and uh it is more advanced. And I think that that is a good way to show that, because at University they are going to learn a lot of things, and put that into perspective, sort of like uhm, in the same aspect that you are going to be learning a lot of new things. So when you go to matric it is basically the same as Grade 11, well the same essentially, so I think that if you start at Grade 11 and see that Grade 11 is more important that you will do much better in Grade 12.

DPP: Okay. Okay, yes.

LEARNER F: I was going to say uhm Grade 11 is more important because it is the last learning, because Grade 12 is six months of just revising old work that you have done. And you start the prelims and the writing. Grade 11 is important you have to take in all that you have learned then try to retain it so that you can do well in Grade 12.

DPP: Okay

LEARNER G: I think that grade 11 is important, but if you pass Grade 11 with flying colors but fall matric you will not get anywhere in life. So, I think matric is more important than Grade 11.

DPP: I see we have the Philosopher's Stone here. (Laughter.) Just teasing, thank you very much. Yes.

LEARNER H: I would say uhm both are actually important because tough Grade 11 is like the steppingstone and that is the mark the Universities take most of, but matric if you fail matric nothing is going to happen to you. So, I think, I would say Grade 11 is a steppingstone, and then matric is like the most important work. If you pass it then you go somewhere where if you fail, you do not go anywhere.

Question 4

DPP: Okay. Thank you very much. I think we are almost done. Uhm I want to ask, this is a yes or no question. So, it is deliberately asked that way. And uh...

DPP: Do you have a study method? How do you approach your studies? So so, we will ask you in the next follow-up question to describe it, if you have one. But at this stage, I just want to know if you guys have a study method or have you an approach to your studies or is it just something that randomly happens.

LEARNER A: No, I do not have an approach to studying because I do not study.

DPP: Okay, that is nice honest answer. Thank you very much for that. And I will play this part back to the principal. (Laughter)

LEARNER B: Uhm I do not either have a study method, but all I do ever is just read. I do not know if that is a study method or not, I just read, and I just like remember.

LEARNER C: I use mind maps in a way, or I talk to myself to like remember what I read or so, it is weird.

DPP: Okay. For you it is yes.

LEARNER D: Uhm I don't, I don't really have a study method because like if I study I take hours, like I will study one subject in one day and it's like nerve wrecking like I don't have a way of getting knowledge into my head so I don't have a study method.

DPP: Okay, okay. Anybody with a different ? Yes

LEARNER E: I have a study method. I uhm I read then I watch videos to help me, I remember more.

DPP: Okay, Okay. So, you are answering the two questions: Yes, you have, and you described what you were doing; reading and watching videos and so on.

LEARNER F: Yes, I have a study method. Shall I explain what it is?

DPP: I think it would be appropriate right now to explain it.

LEARNER F: I read and then I use mind maps and colours. So that when I do the mind map and I do a specific colour on the word, I remember the whole sentence.

DPP: Okay, excellent, excellent.

LEARNER G: Yes, and no, because some in some subjects I use mind maps to study. But in some ... other subjects I just read and sometimes I just do not remember, just use my map, but on other subjects it does not work.

DPP: Okay, okay. Yes.

LEARNER H: What I do is, uhm I make mind maps and I also use linking. So, I will link something to something that I see every day, so when I see it, I will remember the information.

DPP: Excellent, excellent. Anybody else? Because then I will ask the final question.

Question 5

DPP: And the final question is: Do you guys know what is the dropout figure for first years at university? In other words, if you have x number of first years enrolling how many of them will not complete the first year?

LEARNER A: I think it is like 60% or something. For it is very high. I think it is above 50%. I saw it on an advert somewhere. (Laughter).

LEARNER B: Uhm I think it is close to 85% if I am not wrong.

LEARNER C: I saw uhm for students who study law it is like 75%.

DPP: I guess it probably depends on your study area. Okay, let me thank you for participating. It was uh I really appreciate your input and your answers. I am going to stop the recording at this time. And I hope I have recorded something.

APPENDIX G

SESSION 1 FEEDBACK

From: [REDACTED]
To: [Danie Potgieter](#)
Subject: Feedback session 1
Date: Monday, 30 September 2019 12:35:42

Feedback to Pastor Potgieter

- **Association** – the importance of linking information, perhaps you could focus more on expounding this idea as linking information is most important. Any form of learning requires linking and linking can come in such a lot of forms.
- Learning known from the unknown. Need to link what you don't know to the unknown.
- I also think less motivational talking and more active learning from the learners
- After the number peg-system you could have them use the number peg system for a new list of things.
- Perhaps find out what their understanding is of studying and how they are currently studying.
- What does it mean in a practical sense to **interact with the material** – implement a practical activity for this –
- If it is important for them to know the brain why not implement some of the study skills techniques to remember it?

--

God Bless

blog: [REDACTED]

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Children: Deon (1996-01-01), Jaco (1997-10-04), and Hugo (2000-12-20)
Ordination: Ordained to the Gospel Ministry (14 November 1998)

EDUCATION

2024 DMin Urban Ministries, Adventist University of Africa
2008 **INCOMPLETE** PhD Practical Theology, University of the Free State¹
2001 MA Practical Theology, University of the Free State
1995 BA in Theology, Andrews University

PUBLICATIONS

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Potgieter, Danie (2023) "Examining Christ's Method of Ministering to People Using Maslow's Hierarchy of Needs: A Theoretical Analysis," *Journal of Adventist Mission Studies*: Vol. 19: No. 2, 148-163.
Potgieter, Danie (2024) "Enhancing Academic Success: An Exploration of Study Skills and Student Well-being," *International Journal of Research and Innovation in Social Science*: Vol VIII: No. IIIS, 287-295.

EXPERIENCE

2022 Human Resources Manager, Cape Conference
2022 District Pastor, Somerset West, Cape Conference (7 m)
2021 Acting President, Cape Conference (4 m)
2018 Executive Secretary, Cape Conference (3 y, 4 m)
2015 District Pastor, Cape Town, Cape Conference (3 y, 10 m)
2009 Lecturing at Helderberg College – Biblical Greek (6 y, 6 m)
2008 District Pastor, Somerset West, Cape Conference (7 y)
1999 District Pastor, Bloemfontein, KZNF Conference (8 y, 9 m)
1996 District Pastor, Newcastle, KZNF Conference (3 y, 3 m)
1992 Dean of Men, Helderberg College, South Africa (4 years)

¹ PhD Practical Theology studies ceased (December 2008) due to poor health (Trigeminal Neuralgia) that resulted in seven cranial neuro-surgeries & several other major invasive medical interventions.