

**THE EFFECT OF MORAL EDUCATION ON STUDENTS AT A SELECTED
SECONDARY SCHOOL IN DURBAN**

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AUGUST 2024



THE EFFECT OF MORAL EDUCATION ON STUDENTS AT A SELECTED SECONDARY SCHOOL IN DURBAN

Submitted in fulfilment of the requirements of the
degree of Doctor of Philosophy in Management Sciences
Specialising in Public Management and Economics
in the
Faculty of Management Sciences
at the Durban University of Technology

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DECLARATION

THE EFFECT OF MORAL EDUCATION ON STUDENTS AT A SELECTED SECONDARY SCHOOL IN DURBAN

The effect of Moral Education on students at a selected secondary school in Durban is the thesis I have submitted for my Ph.D. in Public Administration and Economics. I, Prince Kyungu Lubaba Lubadi, student number 21855922, thus attest that it is accurate. This is to confirm that the work has never before been submitted to a university for review as part of the requirements for another degree and has been completed solely on my own initiative. Furthermore, I attest that all sources were cited in the bibliographical list.

I also applaud Dr. Bobo Chazireni, a prominent researcher and expert in small and medium firm management, for overseeing the research for this thesis. I also agree that the results of this study can be distributed to other academic

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05 September 2023

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Abstract

Like other regions, there is a problem with reckless behaviour among pupils in several of Africa's largest cities. Young people's lack of maturity frequently results in a variety of issues, such as exhibitionism, drunkenness, drug addiction, anxiety, and cognitive impairments. This study explored the prospects and difficulties of integrating moral education into the LO curriculum in South Africa. The difficulties parents experience in raising their children are highlighted by the difficulties that arise at home. These difficulties are made worse by the incongruity of the surroundings in which children must overcome moral and socioeconomic obstacles, whether it be at home, in their neighbourhood, or at school. Bechet High school students frequently exhibit distress, which may be brought on by bullying. With an emphasis on the eThekweni Municipality, this study explores how Moral Education (ME) is included into the Life Orientation (LO) curriculum in South African public schools. This study intends to explore the experiences of instructors and students regarding the teaching and learning of ME, as well as the influence on students' moral behaviour at home, in school, and in the community, considering growing concerns about the crime rates among LO-taught learners. To stop future criminality, it is imperative that we foster moral behaviour and good citizenship in young people, given the rising incidence of crime. This study looks at the opportunities and difficulties of incorporating ME and religion according to learners' best belief into the LO curriculum to find ways to improve moral behaviour in students. Using techniques for qualitative research. This study looks at the opportunities and difficulties of incorporating ME into the LO curriculum to find ways to improve moral behaviour in students. By utilizing qualitative research techniques such as observations and interviews, the study investigates the dynamics of moral instruction inside high schools. This study emphasizes the vital role moral education plays in forming the attitudes, actions, and general growth of secondary school pupils in Durban, South Africa. Through the utilization of a qualitative method approach and the application of recognized theoretical frameworks, including the drawing prompt of the respondents social learning theory based the fulfilment of moral growth, the study provides insightful information about the effects of moral education programs in this setting. The results show that interventions in moral education improve students' prosocial conduct, moral reasoning, empathy, and academic achievement. Notwithstanding these beneficial results, the study also notes that putting moral education programs into practice might be difficult due to a lack of funding, curriculum restrictions, and cultural differences. These difficulties highlight the necessity of stakeholders, legislators, and educators working together to incorporate moral Education as a specific learning subject that entails the teaching and learning about the respect of oneself, others, and the public properties.

ACKNOWLEDGEMENTS

I want to sincerely thank the Durban University of Technology (DUT) and the Bank Seta for their constant financial and spiritual support, which allowed me to start this academic adventure and succeed in an acceptable amount of time. It's difficult to put my thanks into words, but I pray that God will continue to bless Dr. Bobo Chazireni, my renowned research supervisor.

I gained comfort and trust in Jesus Christ during the many difficulties I faced along the way with the loss of my two children Naomi Ilunga Kanyengwe Lubadi and Blaise Pascal Lubadi who were killed in less than two years, and I credit this strength to the unwavering courage and inspiration given by the DUT members. The culmination of the joint efforts of countless people who have made direct or indirect contributions to this concept is.

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ACRONYMS AND ABBREVIATIONS

ANA: Annual National Assessment

CAPS: Curriculum and Assessment Policy Statement

CBD: Central Business District

CD: Conduct Disorder

CHE: Council on Higher Education

DBE: Department of Basics Education

DG: Distributed Generation

DHE: Department of Higher Education

DHET: Department of Higher Education and Training

Found in your email

DQQ: Demand for Quality Qualifications

DUT: Durban University of Technology

EBD: Emotional and Behavioral Disorder

HR: Human Resources

HRM: Human Resources Management

ICT: Information and Communications Technology

Found in your email

IQ: Intellectual Quotient

IREC: Institutional Research Ethics Committee

KZN: Kwa Zulu-Natal

LO: Life Orientation

Lo1: Learning Outcome 1

Lo2: Learning Outcome 2

Lo3: Learning Outcome 3

Lo4: Learning Outcome 4

ME: Moral Education

NCHE: National Commission on Higher Education

NCS: National Curriculum Statement

NDP: National Development Plan

NIM: Negative Intrinsic Moto

NSFAS: National Student Financial Aid Scheme

OBE: Outcomes Based Education

PE: Physical Education

SA: South Africa

TVET: Technical and Vocational Education and Training

Out: University of Technology

WIL: Work Integrated Learning

WILL: Work Integrated Learning Learners

DEDICATION

I dedicate this work to the memory of my late father, Prince Lubaba Lubadi Rehema Mulala Bure (ShaKayombo), whose legacy continues to inspire me. To my beloved mother, Maloba wa Banze Kapetela Ruth (Lutheni), and my uncle, Kasongo Malowani wa Banze Bikuya Malowani, aunty Onda Kabuya, my dear mother Maloba wa Banze Ruth(Lutheni) and my dearly aunty Twite Kisungu rest in peace – your teachings instilled in me the profound value of education as the key to a meaningful life.

In remembrance of my late grandparents' forefather, the King of Mwanza Ngoi Kanange ku Nkulu, and Prince of Mwanza Sope-Kapumba Kasongo Bwana Kisasa, I carry forward their noble heritage. I also honour the memory of my late brother, Banze Kapetela, and my late twin, Kabange wa Lubaba Lubadi.

To my cherished late son, Blaise Pascal Lubadi, who is no longer with us, and to my daughter, Ilunga Lubadi Naomi – you both remain etched in my heart. To my sisters, Banze Phylis wa Maloba, Nday wa Lubaba Euphrasie, Binti Kasongo, Mukalay Banza Astride, tutu Banze wa Lubaba – your love and support are immeasurable.

My heartfelt gratitude goes to my uncle, Kasongo Malowani, and my aunty, Onda Kabuya wa Banze Kapetela, for your unwavering presence. In memory of my late cousin, Nsenga Kabulo Celestin, and my late twin sister, Kabange – you are missed dearly.

This work stands as a tribute to the lives that have touched mine, shaping me into who I am today.

CHAPTER ONE

1.1 INTRODUCTION TO THE STUDY

1.1.1 INTRODUCTION

In this study, the discussion centers on investigating the context of Life Orientation Teaching and learning for moral education in high school at Bechet High School as one of important study themes that few have thought of. While many young people today believe that education is the key to success, the reality is quite different. After receiving their education, they receive the key to success, but many of them discover that the lock has been changed after graduating, leading them to lose their jobs and hold the government responsible for not giving them the enough chance to obtain the key to success. This qualitative study aimed to survey and analyze the effectiveness of Moral Education among high school learners taught through Life Orientation, with a specific focus on uplifting the moral behavior of South African youth from an early age. The study aimed to contribute to the prevention of future lawlessness in South Africa. The objectives were to contextualize the teaching approach by exploring the Life Orientation Curriculum settings in the context of parents' attitudes and their home environments, teachers' practices in school, and the perspectives of community members regarding the development of a child's morality. For the study contextualization, the main focus was on the theoretical approaches found in the child's moral social construct and the social closure among taught Moral Education learners in Durban. Arguably, when children's behaviour raises some concerns related to the social construct this depicts complex questions on what causes a change in schooling children's morals. Social construct is learnt in the society; thus, schooling children can often be influenced by what they see and hear in their lives. It is important to know whether communitarian education gives impetus to poor child's morality and corrupt behaviour in the society. This suggests that the Ministry of Education must plan for character and moral education to be taught to children as a separate subject in preprimary and primary schools, and that parents and teachers must work together to do so (Birhan *et al.* 2021). Children are not allowed to bring drugs, harmful substances, alcohol, or firearms to school in accordance with South African law. Social construct is a modern theory of moral formation. The Life Orientation curriculum, which was implemented in the South African educational system, includes moral development. This study has found that it crucial that the Life Orientation curriculum is more or less explicitly cognitive and affective because as a skills trampoline for the empowerment of the child they are not firmly tied to the African Ubuntu morality. Looking at the context of pupils' violence and disrespectful attitude toward schoolmates, parents and teachers, there is overwhelming evidence for the notion that the majority of LO students who attend Bechtel High School, a multicultural institution with a strong moral history, exhibit unacceptable, ineffective and low moral standards.

1.2 Context of the Research

The main topic of this study is on the effects of moral education at Bechtel High schools, with a focus on how it affects pupils and the difficulties encountered in both teaching and learning. Therefore, setting the stage for this investigation is essential. This study's goal is to evaluate and examine the moral education that students studying Life Orientation get, as well as the experiences of their professors who offer this education. The study will primarily examine theoretical positions connected to the child's moral social construct and the social dynamics within the moral education curriculum in order to contextualize the study. The effect of Moral Education on students at selected secondary schools in Durban is therefore also examined. The impact of moral education on pupils at particular secondary schools in Durban is the main focus of this

study. This research will speak to the theme implied by its title. The study will concentrate on the Bechtel High School setting and underline how crucial it is to put students at the center of the community and all children's right to an education. The right to education is a vital weapon in the fight against school-age criminality. In order to address the alarming behavioral concerns in the community that worry parents, schools, and the local community at large, moral education can play a vital role as part of life orientation. Most young people's drug use and sales, both inside and outside of their own communities, are extremely common. Therefore, moral education as part of Life Orientation subject matter can fill the vacuum of community critical conduct that alarms parents, schools, and the local community. The right to education would therefore be one of the society's tools to fight crime among school-aged children. A crucial morality for the country's future is surely created when the majority of youth become involved in drug use and sales among themselves and with adults. With the on-going crimes among the youth, Moral Education in South African Public Schools on one hand can offer citizenry opportunities and, on the other it can face challenges through teaching and learning as well as learners' (students) morality practices after graduation. Warton, Isabel and Giselle, 2023, ported that The First National School Violence Study (NSVS), which involved more than 12,794 students, 521 teachers, and 264 principals, was carried out in 2008 by the Centre for Justice and Crime Prevention (CJCP). All nine of South Africa's provinces' basic and secondary schools were used to find participants. However, the majority of students came from Limpopo, the Eastern Cape, and KwaZulu-Natal. The prevalence and type of school violence that students had encountered the year before were examined by the researchers. 15.3% of all students have experienced victimization. In some cases, boys may become the targets of assault and bullying in the school environment, especially newcomers and younger students. The over aged pupils who are knowledgeable about the dynamics and weaknesses of the educational system frequently take advantage of this vulnerability. Nevertheless, because boys frequently treat them with a macho attitude, episodes of violence—whether they take place within or outside of the school—tend to have a more significant negative impact on girls. The available evidence seems to suggest that, boys are far more likely to be intimidated and assaulted in high school than they are in primary school, and over 90% of these occurrences include another student as the perpetrator number one. For instance, in a recent occurrence, the Durban Central Family Violence, Child Protection, and Sexual Offences Unit assisted a local family in locating a guy accused of raping his girlfriend at a remote place within the Point region of the eThekweni Municipality.

The motivation for this study in the setting of this research study was due to a number of criminal concerns. These issues concern the moral character or moral conduct of Bechet School students, their adherence to school rules, their consideration for students in lower grades (Grades 8 and 9), their fighting with other students or classmates, and their involvement in drug dealing with outside drug lords. There doesn't seem to be any strong evidence to support the claim that Bechtel High School has a high proportion of school-related offenses, including teachers' and school officials' disrespectful behavior.

It has been found that repeatedly local and national protests involving violence have unfortunately become a common and widespread part of students' daily life, both at home and on their way to class. However, it is imperative that students have a calm and welcoming environment for both living and learning. While schools are intended to be spaces of empowerment, friendship, and reason, they unfortunately often transform into arenas of violence, intimidation, bullying, sexual harassment, discrimination, and threats. Such behaviors are unacceptable to parents and the government. According to Prinsloo, 2007 a study conducted from 1999 to 2004 revealed that approximately 30 percent of enrolled schoolgirls reported instances of sexual harassment, abuse, or assault, which were perpetrated by either male students or teachers. Furthermore, various sources such as Prakash et al. (2011), enact (2017), and News 24 (2017) have reported additional concerning incidents at Bechet High School. These incidents include bullying, forced sexual relations, such as kissing attacks and sexting incidents.

Based on the available evidence, it appears reasonable to suggest that a majority of the crimes committed at Bechet High School have been perpetrated by boys, particularly those in grades 10 and above. Therefore, when among learners found in school there are problems pertaining bullying, forced sexual relations, such as kissing attacks, sexting there must be investigations. The list of the plights facing schooling learners at Bechet High school then led this study research to investigate the problem and aims for the sake of peaceful teaching and learning.

1.3 Research Problem and Aims

The study's goal and characterization of the problem are predicated on the idea that when the rate of crime among South African LO taught learners increases, there is a worry that prompts inquiries that hinder the focus of this study on school-aged children's moral issues in education. The main goal of this study is to learn more about how Bechtel schooled children perceive their moral behavior and social duties in their homes, schools, and larger communities. This study, which builds on prior research, aims to identify workable solutions that can promote moral behavior among students in the eThekweni Municipality and in South Africa. With knowledge, there are several places in eThekweni where school-aged both foreign nationals and those of South African origin children appear to form criminals or friendly teams to gain notoriety and money, with the local government being unaware of what the members of these teams are up to.

This study will examine the inner and extrinsic elements that contribute to the effectiveness of moral education among students at Bechet High School using a qualitative methodology. As a qualitative study, this research aims to explore the intrinsic and extrinsic factors that contribute to the effectiveness of oral education among children attending Bechtel High School. Intrinsic factors refer to internal psychological capacities that can motivate individuals to act. In the context of Moral Education among children, intrinsic factors can include the development of a strong will and motivation to pursue education and strive for personal achievements. This research, which is qualitative in nature, intends to investigate the internal and external elements that influence the success of oral education among students at Bechtel High School. Internal psychological resources that can spur people to act are referred to as intrinsic factors. The emergence of a strong desire and drive to seek education and pursue personal goals might be essential variables in the framework of moral education for youngsters. A child's moral growth can be greatly aided by including the intrinsic and psychological aspects through a pro-social, psychological approach from an early age. The positive intrinsic motto (PIM), "Be Moral," can constantly surpass human acts motivated by internal and intrinsic reasons that encourage negative behavior by developing introspective capacities inside the intrinsic world from a young age. In contrast to immoral behavior, this type of behavior is internalized and is observable in acts and attitudes. The "Be Immoral" motto may be supported by the Negative Intrinsic Moto (NIM); hence the PIM slogan frequently runs counter to it. Immoral behavior contravenes the social norms of a given culture. The PIM and NIM behaviors are essentially undetectable, whether they are intrinsic or extrinsic (external or internal).

But it's important to understand that moral education in kids can be encouraged through efficient teaching and learning techniques. This intrinsic motive, however invisible to school students, acts as a clear internal force that opposes the antisocial actions connected to the NIM. As a result, individuals' prosocial visible activities, which are reinforced by their PIM or NIM behaviors, must continually be the driving force behind intrinsic children's moral education.

Moreover, the research aims, and objectives of this study's achievement will use the research questions stated as follows:

- What are the current opportunities and challenges of teaching and learning Moral Education within the LO curriculum?
- Why is Moral Education important?
- What step major can be taken to transform LO taught learners' misbehavior both in eThekweni Municipality schools and in the South Africa as a whole?

The purpose of this study, however, is to investigate how moral education has an impact on pupils in a selected Durban secondary school. It might enlighten our minds to consider the ongoing debate in the CBD about the impact of moral education on schoolchildren in the eThekweni municipality.

1.4 Literature Review

The field research, study background, and study objectives were presented in the study's earlier section, which served as an introduction to the study. In this section, a review of the literature was done on two South African schools that are known to be resilient. Through the lens of Life Orientation teaching and learning, the literature for this study that was chosen and reviewed addressed the most complex and interrelated problems in the field of Moral Education. However, elements like the absence of parents at school and at home, the caliber of the infrastructure, and unfavorable incidents cannot be used to determine a school's resilience in isolation. Instead, the ability of a school to continue in the face of obstacles while putting learning programs into place and keeping a constant emphasis on teaching and learning, while meeting a variety of requirements, can be used to determine how resilient it is. It is significant to note that Al Hammadi, the Saudi Arabian Minister of Education, underlined that one of the best strategies to reduce school absence is by providing moral education to youngsters. With this strategy, kids can learn the difference between right and wrong, respect others' rights, and refrain from acting aggressively stressed (Alhammedi, 2018.) Moreover, in equipping kids with knowledge, morals and values, they develop a positive character and become socially responsible individuals both within the school environment and at home. The topic of fundamental human values covers a wide range of moral and civic principles that go hand in hand with promoting good health and successful behavior (Yilmaz et al. 2017). Regarding the introduction of LO in public schools and the development of a new generation of people, the recommendations made by the Department of Education for the school's vision to implement the LO development Outcomes highlighted in Co10 in accordance with the Social Responsibilities responsibility, begins with the duty and authority of the nation to create and establish standards of personal conduct for both teachers and students in schools. The objectives of school authorities and the nation to develop and establish guidelines for individual conduct can serve as a potential solution to prevent future leaders from engaging in corruption and social problems. The development outcome of LO CAPS prioritizes the physical well-being of learners and their emotional intelligence within various social contexts. Teaching and learning Moral Education has been critical in many schools in South Africa and across the world. In some instance, teachers believe that children entrusted to them are well groomed in moral behaviour from home. Conversely, most parents also believe that if they cannot be able to discipline and manage their children's moral behavior at home, educators in school will be able to fill the gap of misbehaviour of their children. In fact, an educator is a person who has a teaching qualification and who can be appointed by either a public or private educational institution to facilitate teaching and learning. In the same vein with the South African South Schools Act (RSA 1996), the current research supports the notion that an educator is an individual who plays a crucial role in education, possessing the knowledge and skills necessary to design effective teaching sequences. This study finding include peer pressure, overcrowded classrooms, parental irresponsibility, poverty, difficulties in completing their work, resistance to authority, unrestricted television viewing, family problems ,inadequate family discipline, and a lack of comprehension regarding the purpose of education (Tumisiime,2017).

The recent announcement by the South African government regarding the decriminalization of cannabis for adults in the country, citing health reasons. According to Lubaale and Mavundla, 2019, The recent announcement by the South African government regarding the decriminalization of cannabis for adults in the country, citing health reasons raises concern about the potential impact on school children. The New Frame, 2019 emphasizes that adults in South Africa are now legally permitted to possess marijuana. This development prompts the question of whether school children can avoid the use of legalized marijuana/cannabis and other drugs, such as Qoph pills, known for inducing erratic dancing, or Woonga, a drug powder that causes slow speech and a lower voice. The escalation of drug abuse among students receiving L.O. education in the eThekweni municipal area, specifically at Bechtel High School, has sparked an interest in conducting further research. Notably, drug abuse among school-aged youth appears to be on the rise not only within eThekweni schools but also within homes, communities, and South Africa at large. Identifying students who may be engaging in drug abuse poses a challenge for educators and parents alike. Effectively combating substance abuse in educational environments, households, and communities requires addressing the needs of young people and potential school administrators through comprehensive analysis and inquiry. It is imperative to approach assessments and inquiries without stigmatization, as this can create barriers for kids to confide in adults about their drug use due to fear of judgmental reactions. Creating a supportive and non-judgmental environment is essential in fostering open communication with young individuals regarding substance abuse. Encouraging dialogue and providing access to counseling or support services can empower students to seek help and guidance when facing substance-related challenges. Additionally, implementing educational programs that emphasize the consequences of substance abuse and promote healthy coping mechanisms can be instrumental in preventing drug use among youth. Collaborative efforts between educational institutions, families, and the broader community are crucial in developing a holistic approach to tackle substance abuse effectively. By working together and prioritizing the well-being of young people, we can create a safer and healthier environment that supports individuals facing drug-related issues without prejudice or stigma. Instead of referring to substance usage as "illicit" drug use, non-judgmental questions regarding it should be posed, concentrating on terminology like "recreational" or "social" use. Cannabis has a lower social stigma than other substances, and users are frequently more forthcoming about their usage. When asked about their substance use, some persons may not classify cannabis as a drug; therefore, healthcare professionals may need to ask specifically about cannabis use DeJong et al., (2022). In light of these factors, it is important to investigate why Jamaica has been identified as one of the nations with lax drug laws. Furthermore, it's critical to comprehend the rationale behind Jamaica's clear proposal for reducing drug usage among school-age children. A pilot research by Jamaica's National Council on Drug misuse (NCDA) revealed a concerning pattern of substance misuse experimentation among schoolchildren, which causes truancy, disruptive behavior, and educational dropouts. Zemba, (2019) assert that Overwhelming evidence reveals that many school children in Zimbabwe, across South Africa's borders, are forced to try with drugs because of peer pressure. Additionally, Mabuto, (2019) allege that some kids mistakenly think that doing drugs can solve their social issues In Botswana, the use of illicit drugs among adolescents is widely acknowledged as a serious problem. However, there is a significant lack of knowledge and understanding regarding the factors contributing to alcohol abuse among secondary school learners in the country (Riva et al., 2018). This study aims to investigate the effectiveness of Life Orientation (LO) teaching and learning in addressing drug abuse and its impact on the moral behavior of children. It is worth noting that the decriminalization of drugs has been ratified, and as a result, certain areas in eThekweni, particularly Point and Saint Georges, appear to be experiencing unregulated marijuana/ganja (known as "dyamba" in Kiluba language, spoken in Great Katanga, DRC) and Insangu smoking (referred to as "isiZulu" in the Zulu language).

Unfortunately, given that the drug has just been allowed by South African legislation, the rise in drug misuse in South Africa, and more notably in the eThekweni municipality, cannot be entirely attributed to schoolchildren. Reports demonstrating that Cape Town has outperformed all other cities in the nation in terms of murder offenses, with a higher rate of 66 per 100,000 inhabitants, followed by Durban with 36 (35.9), provide credence to this idea (Riva et al., 2018). According to South Africa Cities Network (SACN), Cape Town has 60% of all murder cases. Young people make up the criminal element in Cape Town, making it one of the most dangerous cities in South Africa, according to Bodumela (2018). South African women from the Northern Cape have been shown to drink the most. In fact, when a woman and mother—one of the best role models for children and educators—becomes the worst alcoholic at home, her children are likely to copy her behavior and start drinking too. Consequently, it appears that not only parents and teachers have struggled with managing and caring for schooling children, but the government and all educational stakeholders, represented by the Department of Education, have also shown a disappointing attitude. This disappointing attitude may be a result of the government frequently changing teaching methods and curriculum. While the majority of learning subjects and teaching and learning courses, including their outcomes, have shown positive results, parents, schools, and the government tend to blame each other for the negative behavior that arises among youth, particularly those who are taught Life Orientation (LO) or moral education. As a result, this study has discovered that not just parents and instructors appear to have lost control over the supervision and administration of school-age children. Instead, the government and other parties involved in education, as represented by the department of education, appear to be part of school children moral empowerment failure and disappointments. The assumptions behind the arguments against youth crime were that when a child or a family member is engaged in criminal activity, more frequently, it can result in slight injury to loved ones, institutions of higher learning, and the community at large. Arguably, children's safety and moral behaviour can be jeopardized when they are present in neighborhoods that are rife with crime. Additionally, there is a risk to the child's overall development, parental care, and future educational opportunities. The South African government implemented the Life Orientation curriculum, which incorporates moral lessons, in schools in order to allay these worries and put preventative measures against misbehavior in place. However, it appears that teachers' attempts to avoid crime by implementing the LO curriculum is having little success in both lowering crimes in schools and influencing students' behavior for the better. In reality, this kind of misconduct can damage the bonds between parents, instructors, and students and eventually have an impact on how people behave. Human connections can change, especially those between parents, students, and teachers, which can cause conflict and blame. These results provide confirmatory evidence that parents, school and government are blaming mutually for children's misbehaviour are witnessed at home and in school. Through misbehavior, the learners seem not to translate their ill behaviour into positively acceptable behavior. It is evident that in the course of teaching and learning Life Orientation if the child learner does not concretize any paradigm shift through teaching and learning opportunity then the child's education will be a critical issue for both learners and teachers. In 1998 in order to assess health and mental concerns among LO/moral education taught learners, an inquiry administered by the Kentucky Fried Chicken (KFC) to the Grade 10 schooling children in four schools showed that there were many concerns about crime. Often when a young person gets involved in uncontrolled alcohol consumption and drug addiction, she/he can in the course of consumption get involved in other ignoble Conduct Disorder (CD). Arguably, it can be said that a person with a conduct disorder can most of the time pose intentional acts because of the mental disturbance. The following lines will address shortly the issues that affect schooling children's moral behaviour in the course of life.

1.4.1 Essential Information for Educators

Talking about the presents needs, the majority of CD acts may cause disruptions of the individual living with CD as well as those around her/him. A Conduct Disorder act can be posed either voluntarily or with an Emotional and Behavioural Disorder (EBD) with the will to disrupt others or not. Particularly, a child with Conduct Disorder or EBD tends to act with emotional disturbance or over excitement such as those often diagnosed with Anxiety Disorder, Oppositional-defiant Disorder, Manic-Depressive Disorder and much more such as the five-disorder exhibited in their particular circumstances (Adams *et al.* 2022):

1. Inappropriate types of behavior and feeling under normal behavior.
2. Poor learning capacity and health factors.
3. Misbehaviour and being under normal circumstances
4. Open to physical symptoms which liaise with tendency that shows an inability in schooling capacity.
5. Negative attitude led by depression, melancholic and depressed mood

A closer look at a child who gets involved in misbehaviour such as alcohol and drug abuse show that child's involvement in drunkenness at an early age is at risk of contracting various diseases and she/he can be exposed to uncontrolled behavior. Child morality can be constructed through cognition and social constructs which borrow new deductive reasoning build up new protective and synchronized individual good/bad ethical codes. The recently accepted synchronized code of personal ethics normally develops through stages of moral development, with language having a significant influence. This is due to the close ties that exist between a person's native language and culture and traditions. Morality is communicated through spoken language, and when it is lost, it has the power to skew one's understanding of what is considered acceptable behaviour. Indeed, every native spoken language by youth carries the power of values transmission that connect human mind, spirit and the weighing human external values expressed in the form of either guilt, reason or external actions. Conscience and character also reflect the external values instilled in children for assimilation, with early experiences serving as the foundation for moral development (Turiel 2018)

A key problem with much of the educators and parents is the use of abusive language in schools and family because every teacher and parent's expression will be adopted or imitated by children in their life. For this reason, adults should mind their language at all instances when expressing themselves. One of the major drawbacks of the South African new law related to the free usage of drugs at home for health reason by adults is that the children will be inhaling the cannabis smoke at home and then later be made big consumers. Drug or alcohol addiction does not happen without an individual person deciding on what do in life. Rather, the majority of human actions are part their un/coordinated decisions and behaviours. Moral behavior cannot be associated to drunkenness or living under the drugs control. This is a literature outlined within the qualitative methodology combined with a questionnaire and guided by a drawing prompt under an interpretive paradigm that uses 32 participants. Therefore, this study will be descriptive and in-depth, adopts a qualitative research methodology and develops around an interpretive paradigm that incites the postulants to get involve in the research study. Qualitative research is an interpretation of other people's experiences, with the aim to develop new social phenomena and concepts

(Alston 2020).

Therefore, (Lubadi 2017b) alleged that this study is described as a qualitative, phenomenological investigation that uses an interpretive paradigm. Moreover, the study's phenomenological methodology will enable this study to raise the problem of the effect of moral Education on students at Bechtel High school. Methods for convenient and purposeful sampling were utilized to gather the study's participants and location (Neubert *et al.* 2022). Drawings and subsequent focus group talks were used as data generation techniques, and the chosen sample was used to obtain the results. Interpretive paradigm seeks to elucidate concepts related to study/studies which is underlined in the research problem and statement. The interpretive paradigm thus, has to be considered as concerted drive to the research problem and statement selected from books, journals, internet, newspapers and media to form a pyramid of the road map instrument for the study. Using instrument for data generation, conveniently this study will use purposive sampling approach to get the site and participants for interview.

1.5 Research questions

This research will thus be guided by the following research question:

- What is the current effect of moral Education on students at Bechet High school?
- What are the current opportunities and challenges of teaching and learning Moral Education within the LO curriculum?
- To what extent do individuals perceive an empowerment of skills through Moral Education/Life Orientation (LO) teaching and learning?
- How do individuals perceive Life Orientation (LO) in the context of teaching and learning?
- What step major can be taken in order to transform LO taught learners 'misbehaviour both in school and in the community?

In order to try to understand the lived experiences and phenomena related to learners and teachers' moral construct, this study will use a qualitative and descriptive method for data collection (Lubadi 2017a). Focus group and discussions combined with drawings (drawing prompt will be drawn together with the research questions to guide respondents on how to draw and respond to the questions provided by the researcher) will add to data generation methods. With respect to the research methodology step, this study will take into consideration of the trustworthiness and the ethical considerations. For this research to produce trustworthy data in this study, it will also will consider the importance of the ecological system in which the child learner lives and is influenced by through the family or classroom (mesosystem) which is subdivided in two theories, namely the external world (ecosystem) and the social cultural arena (macro system dealing with norms and introspective issues). In order to situate the child learner's behaviour in circumstances, this study will also be concerned with the time/age in which the child found, called the Chronosystem Bronfenbrenner, cited by the Development Psychology (Xia, Li and Tudge 2020). However, it is important to stress that the ecosystem to which Bronfenbrenner led allusion to is stressed in this study in light of the role players which influence the child's life. As stated previously, the role players of the child are school/teacher (in the microsystem), home/community and the Church (in the ecosystem). Particularly, in Sydenham areas schooling children especially the adolescents are brought up in a crime related area. For the good realization of this study, the research will take into consideration work toolkit to be used such as documentation, two groups of respondents made up of learners and teachers from the school sites and the place of the study's elaboration.

The finding documents will be elaborated in South Africa. Moreover, in respect of the research design based critical evaluation, this study identifies challenges and advantages within the moral development among learners at Bechtel High school in the eThekweni municipality and suggests sustainable and pragmatic solutions.

1.6 Research Design

This study will consider the DBE in light of National Development Plan (Commission 2013) and the use of the Annual National assessment (ANA), which aim at empowering students with an academic, vocational and technical skills and needs in school. The study at hand will employ a qualitative and descriptive methodology that focuses on the investigation of the factors behind the current challenges and opportunities of learning and teaching moral education at Bechet High school in Durban. The enquiry on the study research will use 4 questions and a drawing prompt to which respondents will answer to in order to generate data. In other words, for the sake of method of data collection the researcher uses the combination of the thematic drawing, as well a focus supported with an episodic interview in light of the subject for drawing (Kuhn, 2003). The use of drawing prompt together with the research question is justified by the fact that it allows respondents to generate vital data and deeper understanding and meaning of human experiences in wide range. Drawing and photographs can incite the minds of subjects and offer a wide insight and opinions on human experiences (Motalingoane 2010). The data yield by children and teachers can provide convincing evidence that a drawn picture can generate generalized data and wide interpretations from higher to lower level of society. The enquiry will address the leaners matters upon Assessing Opportunities and Challenges of Moral Education: A case study at Bechet High school in KwaZulu- Natal. Exceptionally the study will look on what transpires on the transformation of learners' behavior in society and try to seek ways by which skills needs and the youth employability of each and every school leaver can be in South Africa. Research design is a structured procedure of investigating the research problem identified by the study, involving data collection and analysis (Guetterman, Fetters and Creswell 2015). Therefore, the research design elucidates the pathway and the skeleton of what will be line and structures based on theoretical framework of a given research study. The theoretical framework will be selected among many others adopted in the Life Orientation study standpoint epistemology using an explanatory paradigm. This study uses the qualitative approach whereby a discovery orientation and sought to explore the perceptions of various subgroups of the respondents are adopted, not with a view to generalize but to generate understanding of the moral transformation of taught LO child. As a sole researcher, the researcher should be aware that questions posed to respondents are relevant to the study, focused but not creating conflict of interest or resulting to any unnecessary liability or embarrassment of participants. Therefore, this study as a formal study employs 4 questions enumerated above, in order to try to collect data, analyses, describe and suggest solutions on the issues around the LO CAPS Moral Education Teaching and Learning development grade 9-12 bands (METL). Convenient and purposive sampling approach will be used in this study in order to get the research site and respondents. As with any paradigm research, an emergent design will provide enough flexibility to investigate the shared meanings that underlie participants' interactions as well the individual perceptions of the issue under the investigation. The research design is discussed under the following headings: study site, target population, sampling strategies, sample size, data collection, validity and analyses and ethical clearance. The study will involve necessary data cleansing in the data analysis process to achieve required validity and reliability. This study was conducted within two KZN high schools viz. Bechtel High school in Durban, KwaZulu- Natal province, South Africa.

The choice of these schools is appropriate because these two schools seem to be famous in both Crimes Racism and Resilient Learners (CRRL) and these high schools do yearly provide a good number of matric passing rates. In addition, interviews were successfully administered across two high schools one found in Sydenham eThekweni Municipality. These high schools were contacted via email or physically to request permission to conduct research in their school. On provision of the research proposal, informed consent was obtained, and the principals of the selected public school respectively granted permission. Communication was then being initiated via email with the Life Orientation teacher via the respective Heads of the schools, and their role in the data collection process is explained, along with the purpose of the research.

1.6.1 Sampling Method and Sampling size

Research methodology is a way to systematically solve the research problem. This includes knowing which methods and techniques are relevant or not while questioning what they would mean and why (Gagliardi, Kothari and Graham 2017). Methods are approaches used in the research studies for the sake of collection and analyzed valued data. This study will use 32 respondents chosen through the use of a random sampling method.

1.6.2 Sampling Method

Sampling technique focuses on the goals of the research, i.e., what is wished to be attained from the research, the researcher determined whether an exploratory, descriptive, or explanatory study is more relevant to the research at hand. For the purpose a good qualitative study which includes the in-depth and the focus group, the study conducted a descriptive study, with the intention of describing the opinions and experiences of Life Orientation learners in their specific contexts. In-depth and focus group interviewing techniques were used, as well as self-administered questionnaires constructed.

Sampling is a purposive approach used to select a segment of the population and a process of collecting sample of units from a data set for inquiry on the characteristics, attitudes and beliefs of a given population (Rahi 2017). Due to this, purposive sampling was chosen as the method for participant selection in this study. Sampling method uses a limited number of respondents so that each sample (group/element) can generate data upon a study subject. For this reason, it can be said that selected samples are suitable elements made of individuals or facts, which can aid the society's useful information for the researcher who employs a case study. Therefore, random sampling method in order to select respondents among learners and teachers' populations at Bechtel High to generate data on the Moral education's experiences was used.

1.6.3 Sampling size

The choice of Bechtel High School has been motivated by mere crime and schooling misbehaviour of schooling children, repeatedly growing bullying and violence in eThekweni Municipality schools, especially at Bechtel High. The KwaZulu- Natal Education authorities' schools have cried out against the ongoing youth's involvement in each other attacks, beating over kiss, assault and different sort of violence (Munneke 2011).

Bechtel high school as one of public-school institution is situated in the vicinity of the Durban city center with a mixed socio-economic context in which the learners are catered as they build their future's cultural and socio-economic backgrounds. Whether LO poor teaching gives impetus to the society poor moral behaviour and corruption on the social economic values for the nation. It is imperative that the creation of a street moral behaviour police can be created to monitor both teachers as well the community behaviour in respect every one's rights. The research study aimed to allow participants to freely reproduce data based on their personal experiences within their school, home, and community contexts. However, in order to ensure a comprehensive representation, the researcher carefully considered the age range of the participants. Participants were randomly selected from one school, encompassing learners aged between 12-20 years, including teenagers, adolescents, and young adults. This age range was chosen because these individuals are regarded as the future workforce of the nation, requiring early preparation for their future lives. The sample selection will focus on one main categories of participants: students from a selected high school. By including only learners, the study seeks to gain valuable insights and personal lived experiences from multiple perspectives and facilitate a well-rounded understanding of the subject matter.

1.6.4 The respondents' sample

In Bechet High School, there was a total out -of-school population of 1243 learners and 44 teachers. For this research study,30 respondents were selected randomly for an equilibrated data. Therefore, due administrative constraints, teachers did not accept to participate in this research thus, only school children willingly accepted to participate in the study. While teacher interviews were not conducted, the teachers agreed to support the researcher during the data collection process by facilitating access to their respective classrooms for student-researcher contact related to the administration processes. Once all potential participants who were involved directly or indirectly in the study signed and approved their consent, meeting schedules were arranged between the researcher and the participants. These meetings were set during learners' free schooling periods and examination times to ensure convenient data collection. However, minor respondents will need to submit consent for the parents' probation in respect of academic calendar. For data collection, both individual semi-structured interviews and focus group interviews were conducted (about 4 interviews for each) consecutively to facilitate, manipulate and manage the number of samples and the completion of uninstructed questions. Arguably, attention to the response was given by the researcher to the grades 8 and 9 who were taken into a particular consideration because of their discovery of new atmosphere of the new learning place, the hidden curriculum's adaptation and educational systems. Prior to the exploration of hidden curriculum among children, 8 respondents from grades 8 and 9 per school were selected for the interview (4 learners per level of study) as at these levels newly admitted learners can be victims of loss of confidence, bullying threats by a particular senior learner or group(s), teacher, principal, school officials or the school security officer.

The interest of the researcher to conduct this study at Bechtel High School was motivated by the fact that the researcher taught in this school, thus the researcher's observations of leaners behaviour had a mixed view concerning learners moral teaching and learning and the schooling children's moral behaviour as individuals. Far from personal judgments the researcher hoped that, from a study perspective, potential actors offered valuable reasons for their good/bad morality. This study also considered the demographic aspect of the study where gender, age, race, ethnicity (Zulu, Xhosa, Indians, Hindus, general population such as foreign national) and school type (state), not with a view to compare but in order to have a sample that provides maximum variation in terms of the characteristics of the subgroups. In an eventual case, as

few of respondents were foreign nationals they were part of the interviewees, then the researcher being a bilingual teacher and interpreter (French-Lingala-Swahili-Kiluba) will interpret the research questions to those respondents. The phases of data analysis were conducted within the descriptive and interpretive framework and design. It is generally agreed that all focus group interviews should be transcribed and collected data analysed through a thematic analysis (Gael, 2016: 23). In-depth interviews were recorded on a portable voice device recorder and transcribed electronically, directly onto a laptop, where they will be saved in a private and confidential folder. Through the process of transcribing the interviews and the application of skills and the researcher personal ability, the researcher familiarized himself with collected data. Collected data was in the form of interview transcripts, drawing prompt and photo collage which were captured in the study context. The data gathered in the pilot interview was

analyzed, consolidated and ~~be~~ imported into a static package (dependent on the availability of collected data). Thereafter, data was repackaged, coded and analyzed with respect to the themes and issues identified in this study. In light of the exploratory nature of this study, strict data collection which responds to the needs of the community was done. The study considered utilizing a systematic analysis that is in line with the objectives which were computed in line of this study. For interview and drawing/photo collate the sample size parameter of this study considered using 32 appellants per grade and school to sum up a total of 16 learners per school. Thus, the average total of respondent learners was 16 per school. In other words, the total number of respondents for this study is 32. Thus, in respect of research study equity and for information's equilibrium, there were 8 girls and 8 boys per school.

1.6.5 The data gathered in the pilot interview

The study is an attempt at addressing the issues among learners and teachers found in unique strata of a group of people concerned with the child moral development and characteristics. In respect of balanced data collection from a group of population, equitably this study involved ~~15 girls' learners and 15 boys' learners~~ from school Bechet high school's population. Shook's (2017:49) findings lend support to the claim that a population is a group of individuals or objects, which show common characteristics which is believed to be at the researcher's heart. However, even though the limitation of participants' number can be one of simple operation for the researcher, the social economic construct related to moral education and moral development of individual respondents can be one of critical issues that the researcher has to overcome. This is because the child learner can behave differently at home or at school, but it can be difficult for either the teacher or the parents to know exactly how the learner behaves in the absence of each one of them. This critical factor can be related to the fact that the researcher's random choice actions of respondents do not determine the working plan's abilities of each research participant. Therefore, both data collected electronically and hard copies (or in a form of hard copy) for this study will be kept for period of 5 years and thereafter be disposed.

1.6.6 Pretesting

After the data collection, thereafter data analysis and scrutiny of valuable data was written down and analyzed. Taking into consideration ethical issues, based on importance of due response to the previous titles and subtitles and the research question expectations, this study formulated and employed valid questions that were used for pretesting interview. This study considered 8 learners for pretesting (4 learners drawn from each group following their gender). These learners are

not part of the main sample. The use of Pre-testing can be used as a key opener of the Pandora box of contact and how to understand and determine the dialogue and interview with a chosen group of people to come.

1.6.7 Delimitations of the study/scope

Delimitations are one of research study approach which set-up the study limits and scope for the study (Baron 2008) and Lubadi (2017). The scope and limits of this study relies on the population (30 respondents) to be involved in the study pertaining the learner's experiences of 'the Effect of Moral Education on students at selected secondary school in Durban'. For this reason, this study explored the level of LO taught learners' challenges and opportunities involving 6 learners per level class to make a total population of 30 learners. In the case of a shortfall few respondents were selected at Bechet High school thus, the researcher has used learners from a randomly selected class and study levels at this unique school. Nevertheless, it is hoped that the results obtained at the end of this case study will have an effect on the family peace of mind as well as on the school discipline management.

1.6.8 Limitations

This study is within its own considerable limitations. There are several types of Life Orientation, textbooks, and their use and impact on teaching (High Schools) could differ. Learners are from different schools and future studies could collect data from specific or more schools depending on the objectives. The researcher anticipated that some of the targeted learners (e.g., level of learning) learners of the selected school in KZN, South Africa would likely be impartial to reveal some of their opinion, or readily be participatory in research where the leadership of the organizations are active participants (e.g., teachers). This is why generic learners' perceptions are taken as the core scope of this study in determining the intent to fulfil and actually participate.

1.6.9 Inclusion and exclusion

This study used a qualitative approach as it investigated the effect of Moral Education on students at selected secondary schools in Durban. The qualitative approach assisted the researcher to collect data and examine adaptability or complexities of Moral education's effect on schooling children recruited in light of the DUT IREC recommendations. Thus, 16 girls and 16 boys of mixed races and age from 12 to 20 years of age were chosen as this study's potential postulants. In avoidance of the study to be generalized, this study used the qualitative approach combined with questionnaire and drawing prompt to resort a trustworthy and dependable conclusion and recommendations on schooling children moral education. The choice of equal number of respondents was based on the strict respect of inclusion and exclusion in research study. Thus, for underage participants, a letter of parent approval or from their guardians would strictly take into consideration and explaining the time and way of meeting respondents. For this study, learners were met through the media after parent's approval, each participant was given data or airtime to facilitate communication in their free time approved by the school and parents. Particularly, children should be taught at home how to use the inclusive language in time to avoid them to be the sole tribalism, racism and xenophobia (Afro-phobia) than being exclusion promoters.

1.7 WORKING WITH DATA GROUND

1.7.1 Data treatment and Analysis

The data collected was analyzed to learn more about how students interpret their real-world experiences in relation to the drawing prompt and research question. The interpretation of the respondents' world can be possible through the use of data analysis techniques, which emanate from the use of data and the thematic analysis drawn from the drawings and the focus group discussions. For the sake of study credibility and validity, this study carried out the shared experiences. This study used respondents' exploratory themes presented either in aural or pictorial forms. Data collection, treatment, and analysis require the use of multiple language knowledge and the skills to use various tools and methods (such as meet and great, strengthening of new research field relationships, observation, patience, commitment, field notes, recording tools, and drawings). In addition, the research study's data generation cannot avoid the use of languages. Thus, this study used mainly English, isiZulu, and foreign national languages such as French, Swahili, and Kiluba to convey the message and drive the aural and pictorial understanding and data generation for the study. This is phenomenal research that focuses on the respondents' lived experiences at home, in the community, and at school. The data collected was analyzed to learn more about how students interpret their real-world experiences in relation to the drawing prompt and research question. The interpretation of the respondents' world can be possible through the use of data analysis techniques, which emanate from the use of data and the thematic analysis drawn from the drawings and the focus group discussion.

1.7.2 Trustworthiness

Trustworthiness in qualitative research study can indeed focus on a particular field of study while conducting an inquiry hand in hand with the paradigmatic stand in a particular discipline. Thus, the importance of research validity or 'trustworthiness' in qualitative research usually refers to research that is 'plausible, credible, trustworthy and therefore defensible' which leads the researcher to be strict in the engagements of certain strategies to maximize validity in light of:

- Member checks
- Triangulation of data

- Reflexivity
- Confirmability
- Transferability (Annoy 2014).

1.7.3 Anonymity and confidentiality

It is an imperative responsibility of the researcher to ask the respondents if their names should be kept anonymous during and at the end of the interviews. In fact, the task of explaining to respondents about the importance of protecting their rights to privacy, anonymity and confidentiality is one of the tasks and researcher's duty to be carried out before taking down any interview with the respondents.

In order to avoid any disappointment during the course of the research study and investigation, it is the duty of the researcher to protect the respondents' rights to privacy, confidentiality as well as their anonymity if so desired. Giving anonymity to participants can be one of research study's norms to be used by any researchers (Baron 2008). It has been added by the above that by giving confidentiality and respecting of the rights to privacy can be considered as one of participants' sign of motivation for participation in the research study and the production of useful data.

1.7.4 Possible Ethical Considerations

The ethical clearance approval was sought from the ethics research committee of the schools. The gatekeeper's letter was provided, and upholding of human dignity, confidentiality, privacy and concealment was firmly obeyed to. Each respondent was contacted, and a letter of consent issued while the apprised, reason and purpose of the research study before the survey were administered. This assisted with regards to protecting the rights of participants in the study who wished to withdraw and allow them to make their decisions on participating in the study. This also allowed for privacy and confidentiality to participants who wished to be anonymous in the study. As a foreign national researcher who has been living in South Africa for more than 20 years, it is always awkward to talk about what misbehaviour of a child/learner is at Bechtel High school brought up in a tradition and culture that is different to the researcher.

1.8 CONCLUSION

In conclusion, this research methodology employed a comprehensive approach to investigate in light of the resilience of one South African public school in the context of Life Orientation teaching and learning, with a focus on Moral Education. The study began with a clear presentation of the field research, study background, and study objectives, providing an insightful introduction to the entire research endeavor. The core of the methodology was built upon an extensive review of the literature, which explored the resilience of the selected school and addressed complex and interrelated problems in the realm of Moral Education. This literature review laid the foundation for the subsequent data collection process, ensuring that the study's findings were grounded in existing knowledge and research.

To gather empirical data, a variety of approaches were employed, underscoring the rigor and comprehensiveness of this research. The methods included the use of questionnaires to capture quantitative insights, drawing prompts to elicit creative responses, observations to understand real-time behaviors, a thorough examination of relevant literature, and the incorporation of lived experiences to gain authentic perspectives from individuals directly involved in the schools. The integration of multiple data collection techniques enabled a multifaceted exploration of the research topic, providing a deeper understanding of the factors contributing to the resilience of the selected South African schools in the context of Life Orientation teaching and learning, and Moral Education. However, adopting such a diverse research methodology, this study has contributed valuable insights to the field of Moral Education, shedding light on effective strategies and practices in fostering resilience within educational institutions. The findings of this research have the potential to inform policymakers, educators, and stakeholders, leading to the enhancement of educational practices that support the holistic development and well-being of students. Overall, the studies thorough approach and well-defined research methodology have resulted in robust and reliable findings, making a significant contribution to the existing body of knowledge in this field. The findings and recommendations from this research can serve as a platform for further investigations and improvements in educational systems, ensuring the nurturing of resilient and morally conscious individuals in South Africa and beyond.

LITERATURE REVIEW

2.1 INTRODUCTION (Learning Outcome 1 (LO1): Health Promotion

To identify the main sources of moral education and its effects on students' values

2.2 The identification of Moral Education sources and their effect on students' values

Home, family, school, and the rest of the community can all be used to identify sources of moral education and their effects on LO educating students. It is critical to keep an eye on the source of South African LO as one of the educational curricula for learners' skill development. It is clear that moral and practical skills for children are undervalued in comparison to the effectiveness of students' values for socioeconomic progress (Learning Outcome 2, Lo2) and job creation and employment (Learning Outcome 3, Lo3). Can a schooled child afford to boost values for socioeconomic progress and job creation or work while living in a poverty-stricken area?

The previous chapter presented the study by outlining the field research, the study background, and the study's goals while examining the study's ethical approach. The literature on Moral Education in South African Public Schools: Opportunities and Challenges is introduced in this section of the literature study. As previously stated, the impact of health promotion in accordance with LO1, schooling child social development (LO2) in accordance with professional development, Personal Development (LO3), and Physical Development and Movement (LO4), which deals with physical education, mental fitness, and body movement, will be examined in this study. Furthermore, Moral Education in South African Public Schools: Opportunities and Challenges may be one of the challenges that South African schoolchildren encounter in their quest for a brighter future. The reason for this is that a well-behaved youngster might be considered as a threat to health promotion if it is not exercised in the context of protecting one's own body and the bodies of others from hazardous substances such as drugs and alcohol. Nowadays, drug and alcohol abuse, as well as exposure to these substances in home or at school, appears to be portrayed as drugs and alcohol softening grounds. A Synopsis of American Opium Historical Development shows that throughout all of human's history, opium (*Papaver somniferous*) has been utilized (Booth 2013). Several compounds that resemble opioids are present in the opium poppy juice. Analgesic properties are provided by substances produced naturally in mammals also have the potential to be addictive, and an overdose can be fatal. The second convention, modelled after the 1971 convention, concentrated on psychotropic substances, and the 1988 included recommendations against illegal narcotic drug and psychotropic substance trafficking (Sarno 2009). In a similar vein, the American Academy of Pediatrics, (Eggers *et al.* 2018) states that parents have a significant influence on their children. If parents can provide explicit guidance and prohibitions against drug misuse, drug use is significantly less likely to occur. Only by spending time with their children and avoiding the use of tobacco or other drugs will parents be able to deliver these recommendations to their children.

As is well known, for a century, the United Nations Drug Control Conventions have served as a foundation for international cooperation in the fight against drugs, including the production and trafficking of illegal substances. They are made to make sure that only authorized users can access medications.

They are:

- Single Convention on Narcotic Drugs of 1961.
- Convention on Psychotropic Substances signed in 1971.
- Convention Against Illicit Trade in Narcotic Drugs and Psychotropic Substances of 1988(Cousins and Lynch 2011)

On 23 January 1912, diplomats from China, France, Germany, Italy, Japan, the Netherlands, Persia (Iran), Portugal, Russia, Siam (Thailand), the UK, and the British Overseas Territories signed the International Opium Convention at The Hague (including British India). It became effective in five nations three years later. However, the International Opium Convention obtained almost universal adherence after 1919 when all the nations signing the Peace Treaties of Versailles, St. Germain-en-Laye, etc. also joined. Thus, by the middle of the 1920s, about 60 countries had ratified and signed The Hague Treaty, and by 1949, there were 67(Baldwin-Edwards 2008). The government acts as a government and NGO priority to reduce the few opportunities for children living in a drug- affected environment and context for the enforcement of good practices and UN achievements. On the first and second years of the conventions, Maria Larson, the Swedish Minister for Health (CND), delivered a paper on child-centered drug control and policy and the conventions emphasized the frequently overlooked Human Rights of other vulnerable the rest of the world's children group (Fedotov 2013).On the first and second years of the conventions, Maria Larson, the Swedish Minister for Health (CND), delivered a paper on child-centered drug control and policy, as well as the good practices models of the United Nations framework to be implemented for a concrete result. Due to its complexity in the rising South African youth, the inaction of the new law governing the legislation of drug usage by adults for health reasons in South Africa may become one of the unfinished issues in the future.

The reason for this is that, as a former teacher at Bechtel High School, one of the grade 8 learners' classroom Representative Leader/RCL was discovered with drugs for sale commissioned by drug lords roaming around the shopping center near the schools. Without a doubt, the failure of both the local government and the World Advocacy against schoolchildren's addiction to drug usage or their engagement in drug sales appears to have exacerbated the stress experienced by the Global Education System (GES). Is it because governments, parents, and advocacy groups around the world wish to defend children's rights, or is it simply a matter of failure, if there is a failure in child protection against drug abuse?

On the one hand, child protection entails the development of contextual texts (by institutions or the government), followed by the interpretative or hermeneutics approach and practices of children's rights, whereas the legalistic method focuses on children's justice. This chapter will present literature linked to this study subject, given the importance of the issue in relation to the knowledge of the next chapters. Before proceeding, this chapter will provide a brief assessment of current literature on the benefits and problems of training children's moral behavior and the intake of any dangerous drug at Bechtel High school in Kwazulu-Natal.

As a result of the preceding discussion, the study will concentrate on the demographic management and social skewness of two schools, as well as Moral Education, human rights, school discipline and management, social economic opportunities, and health within the children's places of teaching and learning, including their living places and homes. In this study, the impact of Moral Education principles in the LO curriculum in a cannabis-decriminalized country will be investigated. In light of the aims that are concentrated on this learning issue, the requirements for assessing the conceptions of the opportunities and obstacles supplied by the LO curriculum through moral education skills for learners may be seen. The analysis will be prompted by a desire to understand how LO has accomplished social closure, social distance, social groups, social institution, and social role through the conduct and discipline of a schooling child living in a drug-related environment in South Africa. Most eThekweni schools are in the public realm, and it is an illicit drug re-generator that has been re/producing both commercialized and used drug by adults and youth. According to (Peltzer and Phaswana-Mafuya 2018), drug illicit use is one of the most serious issues that contributes to public health problems. In fact, it appears that a growing number of youths, particularly those under the age of 18, are suffering from health problems as a result of their use of illicit drugs, cigarettes, and other newly propelled dangerous substances. Newly propelled dangerous substances used in the public arena are known as sleeping pills. Sedatives and stimulants are drugs that fall under the categories of amphetamines, inhalants, hallucinogens, cannabis, opiates, and cocaine. These substances have been linked to crimes, suicides, poor manners, and bad behavior among today's South African youngsters. As stated previously, children who are involved in criminal activities can become the first link to drugs trafficking in schools and other public places in the school and the community as well. Most teachers were taken aback when they saw that the child who had a large quantity of narcotics was not afraid because she felt that anyone who hurt her would be added to the drug dealers' cartel list. Drug use has a long history, and drug cartels as well as security agencies have been involved in fraudulent activities all throughout the world, including in South Africa. This development in the drug deal has sparked questions about adult moral behavior as well as how parents and teachers can provide moral teaching and protection to children against drug abuse (Kilpatrick 1993). Child moral and protection at home and in school can be considered as one of preventative measures which can promote the child's academic performance on one hand and the alcohol and drug abuse on the other. The best gifts the family can offer to the nation is to bring up a child in parents' togetherness but not in singleness with a parental love that helps the child to know her/his rights while mastering at the same time the duties of good citizenry and how to behave wisely in the society. It is also crucial to emphasize that parents, teachers, and guardians should be extremely vigilant and supervise their children's first attempt at cigarette smoking. According to our observation a household, a school, or a community with a large number of cigarette smokers can be a high-drug-consumption community. In the same vein, nowadays there is no country or region that is exempt of large consumption of cigarette, youth large consumption of bear, sexual disorder, excess of drug consumption leading to Youth distortion of moral values.

In support of the idea (Dua 2022) stress that due to the growing severity of the issue and the shifting patterns of drug use, particularly among young people, it has recently drawn more attention. The use of drugs has given rise to a distinct subculture with its own standards, beliefs, and symbols. The health and happiness of an individual, their family, their neighborhood, and their society are all negatively impacted by this issue. Today, drug addiction and drug trafficking are a global scourge that affect every region of the globe. As a result, many cigarette users can be easily suspected of engaging in heavier drug use. As a result, seven out of ten children today abuse drugs, alcohol, and harsher narcotics. Furthermore, drug and alcohol abuse by schoolchildren is particularly effective when both teachers and parents are unaware. Many school-aged children are more involved in drug addiction, particularly cigarette and cannabis users, and it is clear that they pay little attention.

Little notice can be taken because drugs cigarette to usage is allowed in their Ecosystem. When a child is born and brought up in a cigarette, alcohol and drug related family or community she/he first glances and then becomes used to the cigarette's smoke/smell (Husted 2002). Thus, the more the child grows in the cigarette, alcohol or drugs abuse environment the more she/he gets used to and therefore create a positive reflex which command her/his neuro-sensitive system's adaptation to the external elements (smoke inhaling, alcohol smell). South African legislation prohibited both adults and children from using or possessing marijuana/cannabis in previous years. It has been underlined that the SA government has recognized the use of drugs in 2019. There is strong evidence for the view that interdiction of the use or possession of marijuana/cannabis has been stressed. The SA government has recognized the use of drugs 2019. Even though both marijuana and alcohol are still illegal for underage consumption, what comes to mind when underage and school-aged children are exposed to harmful substances daily?

However, marijuana and alcohol are still prohibited among children under the age of adolescence. If the use of marijuana is permissible, can a pot-using parent or adult advise a youth on the consequences of drug use?

In this vein, parents can be the sole custodians of moral behaviour and traditional culture as well as spiritual upliftment in the African family. Can parents and other adults who are authorized to use dangerous substances be put in isolation during the process of intake or make use of the substances in the absence of children while living together with them as a role model?

As a reminder to the following questions, can this uneasy posture enable parents feel at ease when they are in the mood to act adversely or to smoke, drink, or consume anything that is illegal in front of children? Can parents who use marijuana be aware of the dangers of cigarettes while also being brave enough to tell their children that cannabis use is damaging to their health and to explain the influence of drug side effects on their lives?

2.3 CANNABIS' HISTORY, ITS PUBLIC USED AND ITS SIDE EFFECTS

According to the deterrence hypothesis, the likelihood of facing legal repercussions influences compliance with the law. This suggests that changes to the legislation will result in equivalent changes in behaviour, however the decriminalization of marijuana literature only finds sporadic evidence to support this assertion. However, very few researches have really evaluated how accurate citizens' perceptions of legal sanctions are (Pacula and Smart 2017). If South Africa is the third-largest consumer of marijuana in the world in addition to be the continent's biggest drinker, one could claim that the majority of people are unable to maintain long-term sobriety in their daily lives, which has an effect on morality of the individual and economy as well as population management. In southern African settlements, moral education, which includes ethical behavior, is often considered as a concern for the entire village and the community. As a result, parents and educators are now concerned with the ethical teaching of every child, and anytime a young person leaves their house and familiar surroundings, they feel free to smoke cigarettes, cannabis, and whoonga, drink beer, and use cacti as they choose. Cannabis is the most commonly used drug in the world, despite being prohibited in a sizable number of nations (Chouvy 2019). Given that the market for legal cannabis goods is expected to be worth US\$63 billion by 2024, the decriminalization and future legalization of cannabis could have a huge economic impact on prominent tourist locations in Africa (Matiza and van der Merwe 2022). More importantly, the expanding symbiotic relationship between cannabis use and leisure activity raises the possibility that "cannabis tourism," or tourism-related activities involving cannabis use, is a lucrative tourism market niche that established African tourist destinations like South Africa (SA), similar to the Netherlands (Matiza and van der Merwe 2022).

Cannabis is also hurting the local and global economies because the revenue services aren't controlling it enough. Cannabis is a health risk, which makes it dangerous to people's health and possibly memory-damaging. Cannabis usage in the household is a severe issue, even when it is supposedly done in secret. One of the most dangerous issues that might develop is youth cannabis use. Regarding a child's moral conduct, parents, adults, or other guardians who are supposed to keep a child safe should never put their own morals in danger. Marijuana, sometimes referred to by other people as ganja, especially the recently developed narcotic known as whoonga, can harm the user in a number of ways. Cannabis use is undoubtedly a psychological danger that might be challenging to give up if one has become addicted to it. Consequently, taking one cannabis bite can result in a lifelong addiction to marijuana smoke. The majority of the cannabis herb that was transported around the globe by Persian and Indian traders arrived on the African continent in the 13th century via the coast of Eastern Africa. It is thought that a group of Swahili/Kiswahili - Swahili speaking being a hybrid of Arabic and African languages—introduced cannabis production and use in both central and southern Africa around the same era. Cannabis has been consumed in South Africa since the 15th century. Cannabis, also known as dagga in the United States, dyamba in the Democratic Republic of the Congo (Kiluba), one of the Katangese languages, and insangu in South Africa, has been smoked by several African people since the 15th century. South Africa's government enacted the country's first drug legislation regarding cannabis consumption and cultivation, in order to set limits for the African population. As previously stated, cannabis use is one of the oldest human

activities; thus, due to people's poor behaviors following cannabis consumption, it has gained popularity since the 18th and 19th centuries. As a result, the South African government introduced the first cannabis legislation in 1928. According to OGD, cannabis has been widely consumed and is popular among both black and white people in South Africa (Parry and Bennetts 1999). The available evidence suggests that sleeping pills or even sedatives, as well as stimulants or hallucinogens, can be found among schoolchildren today, and that they can have a wide range of consequences for communities and schools in general. More often, it has been noticed that multivariable consequences and unbecoming behavior in school have been caused by or insinuated by much of the addiction to alcohol and drugs among youth abusers. The reason for this is that the youth who are wreaking havoc in our cities and homes are frequently those who have been bullied first, then forced to engage in drug abuse, and then find it difficult to cope with societal obligations and citizen duties. Thus, failure to cope with societal obligations and citizen duties is leading many of today's schooling learners and students to home disruptions, fighting or antagonism, and beating up parents (guardians). Academic failure results in seeking their own democracy of learning, leaving them with the choice of lifelong homelessness as their fate. Arguably, sleeping pills or even the sedative ones including the stimulants, or the hallucinogens can be found among the schooling children today and they are the one that can cause multivariable consequences upon the communities and the schools in general. More often it has been noticed that multivariable consequences and unbecoming behavior in school have been caused or insinuated by much of addicted to alcohol and drug youth abusers

2.4 Democracy, teaching and learning in South Africa

Democracy, teaching, and learning walk hand in hand with religious, cultural, and ethical principles that can be accepted or rejected by a given society. Therefore, an immoral teacher, parent, or individual can rarely impart good morals to those who are learning from her or him. Moreover, a teacher and parent with a rotten moral often can impart undemocratic examples and rot behaviour to learners and children because she/he has nothing good to offer.

Moral principles specify what people consider appropriate behavior for themselves, what they think appropriate behavior for others is, and what appropriate behaviour for individuals is accepted or disapproved of by society as a whole. Human rights and democracy focus on justice whereas justice enhances values and principles of the public arena. The achievement of democratic rule and practice has been praised as the long-sought-after objective. South African policymakers embarked on a path of significant policy reforms that affected all aspects of South African life in an effort to maintain optimism and expand the gulf between the old and the new (Webb 2002). In a similar vein, because South Africa's democracy has just begun, the advancement of moral ideals, ethical leadership, and ethical behavior have been considered as crucial for both the government and the opposition in the fight against corruption that has undermined the African National Congress (Peltzer and Phaswana-Mafuya, 2018). The latter has been fighting corruption in the public sector and in administration from top to bottom; as a result, the public has witnessed presidents and ministers being demoted or forced to leave in order to combat any wrongdoing or immoral behavior. This research argues that the sample for its investigation into the impact of moral education on students was taken from an eThekweni Municipality public school. Democracy is one of governing system led by people and for the people. In other words, democracy can be said as a people's governed system of a country says the Oxford Advanced Learners' Dictionary. Therefore, Democracy in education means that the child learner has the rights of expression during the teaching and learning in respect of the school's code of conduct, with regards to Democracy in Education (DE) as one of means to uplift the child 'skills knowledge and ethical behavior. Moreover, democratic education involves the child 'skills knowledge and ethical behavior empowerment by teachers and parents. Democratic Education and practices require practices from the teacher, the learners as well as the parents. Therefore, what kind of measures can be taken in curb schooling children immoral behavior beyond the South Africa's 1994 era?

Thus, there have been mere Public Management clouds between teachers versus learners and the school governing bodies versus the DBE. In the same vein, it has been said that Democratic will and practice in school have been critical and serious concerns which have created tensions between the school and the South African school governance Deletions, 2008. The critical issue in this study is that if the child's rights have been addressed, is there any specific matter that addresses the moral education of the child specifically?

In addition to the specificity of the Learning area matters consideration, it can be added the issue of its valorization considering:

- Healing the nation from the past division and lay up democratic values, social justice and human rights for all.
- Promoting individual life and citizenry and individual potential empowerment.
- Laying strong democratic foundations and promoting a government led by people's will and protection in united and sovereign South Africa. It would be very important to say that the healing of the nation should start with the individual spiritual, social and economic healing. In other words, the individual life or behavior can be a determinant of the nation's rights and behavior which can influence the economic, social and political arena. It means that where people's behaviours are unacceptable; there is often disruptive behavior, people's peace. While the child learners' rights and human rights are preserved, in several cases the teacher's rights in school seem to be critical as many of teachers, especially female's teachers, have been molested by their learners or colleagues as they are protected by the law or the public officials. As one of former teachers at this schools, as the researcher was faced with children's misbehaviour, he was

in a great dilemma of not knowing sometimes what kind of punishment could be given to the disturbing learners in respect of their rights. The issue of the child's rights and freedom during teaching and learning is clouded by the fact that the teacher's and parent's authority should in some instances prevail with regards to the classroom/school management and the child's rights limitations. In the same way, the educator also should be respected and make use of democracy while teaching without any parents or school authorities' disrespectful attitude and constraints. The teacher's respect from both parents and learners' views are grounded on the assumption that the teacher is one of the best person who seems to be driving of the old and current educational reforms and the child's paradigm shift in life. Moreover, the child's paradigm shift in life should be reflected through the following social factors:

- Social justice and Humanism/Ubuntu
- Accountability, respect and responsibilities.
- Respect of self, others and the rule of law.
- Democracy and social justice and equity (Damons 2016).

2.5 Freedom and child's behavior in the public arena

The primary goals of Democratic Education (DE) are not only a set of rules of law that protect only learners, (Mitra 2022). Rather, the primary goals of DE's rules are there for more than twenty years to help both teachers and students to express themselves freely with respect but, not infringing the rights of one another. In fact, democracy often goes hands in hand with liberty and freedom, thus, several students believe that they can be free to talk any how even if they are found in a public place but not knowing that they may pose actions that carry out social depression such as in:

- Classroom disruptive actions
- Arbitrary interference toward classmate and against the teacher
- Abstract thoughts of holding authority over and above all
- Selective and negative thought about adults' approach on issues
- Intemperate mood with predisposed depression in the crowd and public places or school Library
- Perplexity and irrational conclusion
- The Church and other religious gathering etc....

The preceding provides children's psychological feeling and actions which reflect their challenges during interaction and their critical own behavior in the society (Oberle *et al.* 2016) (Assessment Standard /As 4). The previous section of this study addressed the issue of the impact of Moral Education notions through the LO curriculum for learners/students who are taught within the cannabis decriminalized nation. Also, the study stressed the issues pertaining the analysis on the learners' Moral Behaviour opportunity and challenges offered to them through teaching and learning LO curriculum. In fact, the current new model of education reform should be encouraged to emulate good behavior for the sake of their future professional fields. Indeed, it is very critical when an individual well-educated engineers or doctor is found not behaving in the proper manner while believing to act in a democratic manner during mass of population. Democratic classroom should always be led under the authority of the teachers who motivate learners to be quick thinkers. For example, if learners who are taught mathematics or physics are told to be quick thinkers, social sciences students should also be encouraged in the same ways to be the classroom democratic and social quick thinkers. Thus, Epstein (2019) purports that in a democratic classroom student have the rights choose what they want to learn based on the classroom policies and procedures teachers and learners should agree to maintain the classroom order (Allender and Silberman,1979). This research study will encourage respondent learners to be quick thinkers as they work on one of qualitative research study which will leads them with a clear drawing prompt (to asset from drawing and visual representation) and research questionnaire handed to each respondent. Qualitative research also uses different approaches which enforce the strategies validity (Zhou 2019). Research visualization: using sketching as a visual methodology a timely examination of the application of drawings in qualitative research. Drawing is a visual methodology that can be used independently of photography, video, and other visual techniques, as in the field of visual studies. This edited book is split into two parts. The first portion offers a critical analysis of the use of drawings in social scientific research, addressing methodological concerns including the politics of working with children and drawing, ethical dilemmas when dealing with both adults and kids, and some interpretive considerations. The second segment demonstrates the depth of drawings through the presentation of nine research-based case examples. Importantly, visual representations can incite an individual to read promptly the hidden message and apply their mind upon what is conveyed by the visual data and respond to it according to their understanding (Theron *et al.* 2011).

When a visual representation is presented to the public in a good research approach, it can enhance prompt readable participatory and visual approaches. In the same vein, the participatory and visual methodologies can lead people to see read and act, and therefore, change individual's paradigm shift. Drawings were used in this study to inquiry how Bechtel High school learners view the increase of misbehaviour activities, violence's associated with the increase of crimes and disrespected behavior toward parents, teachers among themselves.

Drawing is an efficient method for learning science, as is well known. The social-cognitive interactions that occur when students work together to create drawings to understand and explain scientific events have received less attention, despite recent research expanding our understanding of the potential of drawing-based learning (Andrade *et al.* 2022) Providing a thorough grasp of the research concerns surrounding the decriminalization and production of cannabis in South Africa through the use of qualitative methodologies, there are more concerns about how LO learning kids and their cannabis-using parents will handle their homeschooling. The discovery of theory is an issue for the study research. For this study, it may be claimed that the theoretical conclusions are focused with the connections between the ethnographic study themes and the theoretical presumptions that describe how Bechtel school LO students view drug use. In an ethnographic study, the researcher examines a population through observation, questioning, and examination of daily activities, customs, and cultural beliefs.

This study's component aimed to:

Identify the effect of moral education in the South African school curriculum, considering teachers' and learners' current experiences. The study also assesses both opportunities and challenges, if there are any. This study, through a literature review, focuses on the inquiry, which seeks to:

- Identify the effect of moral education in the South African school curriculum, considering teachers' and learners' current experiences with the teaching of sexuality to children aged 4 and above.
- If there is a moral education crisis among Life Orientation taught learners, the study will assess both the opportunities and challenges. Furthermore, the study will examine the children's opportunities and challenges if, as a South African court has determined, adults' rights to cultivate and consume cannabis freely while living with children are decriminalized. Therefore, considering the literature review an opportunity for schooling a child in the study, we can try to see what occasions have offered her or him in his or her lifetime at home, in school, and in the community.

A literature review is a call for debate on a given issue or issues, hosted by the researcher. To better understand the next chapters, this chapter will present literature related to this study subject. Before proceeding, it is necessary to present the two resilient public schools in question, which are primarily located in the eThekweni Municipality. This chapter will also present a succinct review of current literature on the opportunity and challenges of moral education at Bechtel High School in Kwazulu-Natal. For this reason, it is required that a resilient school have a strong, committed, and skilled manager.

As a result, Bechtel High School is among the safer schools. It is believed that the teachers in these schools, which are said to be among the eThekweni public schools with entrusted teachers, are well trained and committed to their work. As a non-preemptive qualitative research study, this one will also review the theoretical framework upon which the study is grounded and on the other. Indeed, there is a cliff of knowledge and practice between what have been taught in school and the job experience in practices. On the other hand, there is a need of individual morality and the show off upon personal professional ethics as well as relational ethics in profession.

Therefore, learning it is two-ways of in and out giving that addresses the teacher competencies and will to teach and the learner who is expecting to learn throughout a formal process. Thus, the learners are not only empowered by the teacher and then stay immovable, but she/he is also accountable for her or his personal life and that of the teacher and the community. That is why once empowered by others one must give back to the community every dot the community gave. The youth and the child empowerment for ire/responsible behaviour should start at home with parents to the child and then in school and at the later stage through the community.

This study is seeking to find ways by which schools and parents can manage through LO moral behavior among Bechtel High School drugs user learners. Following the above, this study is an attempt to address the issues of enquiry upon LO learners 'ire/responsible behavior and lack of skills while attending or after being taught this learning area but still they are showing no remorse of behavior change Sydenham in South Africa.

Importantly, the major question is why even though there has been much research on schooling child moral behavior, there is still seems to have much work to be done on the changing child moral behavior in South Africa and learners to be able to exit both their high school and tertiary training with employable skills abilities. Rapanyane and Sethole, (2020) alleged that President Ramaposa's SONA speech on the 14th of the same year avers that, there is a need for South Africa to plan for the youth to undergo through short skill courses which will make them employable. Therefore, there seems not to be concrete decisions that lead to the day-to-day and from one level of training to another including that of the LO practiced on a given field of the child's learning program and career as it is for both technical and medical school. Considering the South Africa's High school and tertiary training's curriculum related to the Life Orientation's moral education and the skills training, nowadays it is not possible to confirm that LO taught learners can testify of their moral behavior change. At this stage, there seems to be no compelling reason to argue that many LOS taught learners have adopted an acceptable moral behavior either at home, in school as well as in the community. Additionally, it is important to note that just a small percentage of high school graduates exhibit moral behaviour that is up to par in both their personal and professional lives. Additionally, it would be a mistake to undervalue the importance of possibilities for skill growth in this situation.

When a school or a business is overwhelmed by individuals or a group people with uncontrolled behavior it can reduce both the level of the youth employability and the company's productivity. As a matter of concern, this study also presents the theoretical framework upon which the study is underpinned, expanded and analyzed considering the research ethics. On the skills practice and moral grounds, we can argue that this part the study presents literature related to the LO teachers and learners' experiences and skills practice in their respective school and home.

2.6 An eye on the ongoing critical changes upon the educational curriculum in South Africa

Teaching Moral education to schooling children among students with different race, and traditional culture can be one of critical actions envisaged in school. Due to the moral study among students with mixed cultural backgrounds, belief and study levels, there have been few research studies that aimed in addressing much research the inclusion of Moral Education within the on LO curriculum to curve child's misconduct in the South African society.

Since LO curriculum has undoubtedly taught many South African schoolchildren about human rights, health and

responsibilities, it is still remarkable seem that the number of youth smoking cannabis (ganja), drugs abuse, homelessness and ill behaviour (related crimes) have grown dramatically in every province of South Africa. There is a gap in addressing primary and high school graduates' moral behaviour and specific vocational skills, or more specifically, there is a lack of teaching and learning streams that allow graduates to come out with employable skills and good moral behaviour.

Indeed, why is there still a mere persistence of LO learners' unbecoming behavior in schools and even after the high school training?

The importance of achieving Learning Outcome (LO) based education has arguably been strongly emphasized by educational policies and practices, according to the evidence that is now accessible. It would be wise for the Department of Basic Education to begin positive engagement with neighbouring nations as well as those within the Southern and Central African regions in order to guarantee that the curriculum successfully addresses the needs of the learners.

This involvement should involve teamwork to share educational resources and practical knowledge in a comparative study with other countries. This policy brief acknowledges the difficulty the Department of Basic Education (DBE) faces in equipping South African students with the skills and competencies needed for the future of work and the ensuing need for changes to the way education is delivered in order to foster the development of such skills. The General Education Certificate (GEC), which was piloted in 2021, will be supported by modernized assessment techniques, according to the document. The DBE is given five important recommendations with regard to the assessment of 21st-century skills (Adams *et al.* 2022)

This part of the study is an attempt to review literature for Life Orientation teaching/training and learning from scholars' point of view both in South Africa and the rest of the world, though there have been numerous research studies on Life Orientation on moral education teaching and learning in South Africa. Therefore, parents and teachers are seeking for the goodness of children; a pragmatic Life Orientation which build human greatness through serving and discipline.

Thus, moral education for children should not focus only of the individual respect; rather it must also cater to nature conservation and home living environment and individual discipline upon basic right to health and development. Thus, building human greatness through serving and discipline should be combined with basic moral education from an early age which focuses on the local schools' demand from parents, teachers and the government. It means that the implementation of moral education through Life Orientation teaching and learning depend also the schooling child's commitment to learn, understand and then apply what has been taught to her/him in school as well at home.

Apparently, nationally as well as internationally, if children learn only about the child's own rights, they will not be able to understand what it means to be a rights-holder or bearer. Therefore, it would be somehow difficult for a growing child to embrace a good moral behavior if all along her/his life the microsystem offers to her ill behavior. For example, a child brought up in the family of addictive drunkard or social drinker parents can inherit less or more parents' drinker's genes.

A child can be exposed to ill behavior when she/he falls in the hands of addictive drunkard parents; undoubtedly an

addictive drinker is uncontrollable, while a social drunkard parent can be controllable and moderate in most cases. Further, evidence supports parent behavior's influence on the child's life through gene transmission. The foregoing discussion implies that undoubtedly addictive drinker parents' gene transmission on the children can thus, through parents' genotype affect or enhance the child's mental reflex ability to master the moral customs.

The enhancement of the child's mental reflex ability as well the mastery of the moral norms can also be tributary to the child early nutritional lifecycle. A child's breast feeding from the mother's womb to the early age and the adolescent stage has an effective impact on the mental and an individual moral behavior's management.

Shozi (2018), arguably asserted that South African women called for mothers to breastfeed their children for the first six months of life or even continue feeding their children possibly until the child has reached two years of age because children breastfeed accompanied with complementary food in South Africa still at 32%. In addition, they will not know that in fulfilling specific responsibilities their rights do not depend on the individuals rather than being simply universal.

However, the aims and objectives of this research is to inquiry if the LO on moral education implementation has effective in addressing the learners 'behavior. In addition, the study will also inquire if skills impartation and knowledge were properly acquired by learners individually and practically so that at end of every training level, they are able to be skillful academic achievers and employable workers. Due to lack of discipline and favourable environment for learning and teaching, it seems to be critical for much of leaners to be able to be skillful academic achievers and employable workers. Loji (2012) argued that it is often critical for most South African students registered in higher learning education as they lack problem solving skills which often result in their poor academic performance and the achievement of their studies especially in their first and second year of their studies.

Therefore, the study at hands 'enquiry focuses on Moral Education in South African Public School: Opportunities and Challenges. With regards to the study the researcher's challenge for the study title it would be important to analyze the research study's terminologies.

2.7 Research co-related features and terminologies

2.7.1 Introduction

According to the Oxford Advanced Learners 's dictionary, terminology is a type of technical terms used in a particular subject it can also be a group of words used with particular meanings. This part of the study will focus on analysis of the terminologies commonly used within the child Moral Education study set and the other terminologies used for drugs abuse activities so that they can be understood at first glance of reading this study.

2.7.2 Moral Education study within the Life Orientation curriculum

In this study terminologies are particularly addressed upon the study leading unto Moral Education of children in the South African new dispensation in which cannabis has been decriminalized for adults use and cultivation. Moral education is one of learning areas through which children are taught teach on how to behave in the acceptable manners in the society. Moral education is concerned with respect of oneself and other personal manners. Personal manners are set as a combination of moral values that make individual moral behavior thus, it is pertinent to know that when an individual person loses moral values, she/he loses her/his oneself including the human dignity. In fact, losing oneself and human dignity often leads to loss of fundamental value and moral principles. More often, life orientation learners are expected to be led by good moral principles. Therefore, on logical grounds, there is no compelling reason to argue that children who lose their fundamental values and moral principles can become negative representatives of society. There have been dissenters to the view that all the children who seem to be negative representative of the society should compulsorily be sent to school to acquire a good education. Evidence for the goodness of education is that education is good to reach the 17 United Nations Goals. However, Mzindle (2015) on the same logical grounds asserts that LO curriculum focuses the following traditional school subjects concern particularly issues regarding teaching:

- Life skills and guidance
- Health and Physical Education
- Religious and Moral Education
- Human Rights Education

According to the NCS Teacher Training Manual (2006), the above skills are taught from grade 4 to grade 12 under the National Curriculum Statement (NCS) in respect of life skills and guidance, Health and physical Education, Life skills and guidance, Human Rights Education as well as Religious and Moral Education (Mashau and Kgatle,2021). There is overwhelming evidence for the notion that religion education and practice as one of for moral rejuvenation has complexity that cannot be at a common teaching and learning standard for everyone. The rationale behind this study for this study was to examine learners' feelings and participatory behaviours. The study focused on moral education teaching in South African public schools, exploring the potential and difficulties that come with it. With regard to learners' abilities to adopt their behavior, it is important to note that at the mid age every schooling child is a unilaterally an adult's imitator who be able to develop by instinct mental and physical capacities. Life Orientation is a compulsory learning area in South African high schools. It is a learning area that enhances the practice of positive values, attitudes, behavior and skills in the individual, within the context of community. Life skills are acquired from teaching and learning so that they to sustain personal life and behaviours throughout individual, mental and physical work for life. Life skills can be acquired through observation and learning from others. In fact, teaching and learning skills can only be possible for disciplined, committed and healthy learners or students. Therefore, schooling youth generation that is committed to education needs to be prepared for healthy body and spirit that is not committed to drugs abuse. For this reason, the next part of this study will articulate of what kinds of drugs can fall in the hands of the schooling youth.

The knowledge of some drugs such as cocaine, mandrax and other drugs in exception of what is known in much of African villages as cannabis (Pot, in USA) *dagga/insangu* (isiZulu lang. South Africa) *diamba* (Lube lang. Katanga Province DR Congo), *Bange* (Swahili, Lang) were used long ago in the African continent. This herb is well known across the world by Rastafarians as ganja that is smoked for pleasure. There has been a long tradition of adults smoking herbs across the Africa continent as people meet in the social mobility, closure, contract, social order or structures known also as social system. For this reason, the following part of the analysis will elucidate these terminologies.

2.7.3 School discipline and the social closure

Several studies have been launched and published concerning moral education and the schooling child skills empowerment through Life Orientation (Althof and Berkowitz, 2006). These previous studies on schooling children abusing drug in schools and at home seem to be fewer with less reach against youth negative moral behavior change in the eThekweni Municipality. Therefore, it looked at LO as one of curriculums that build and strengthen children's behavior at an early age. In addition to that, since the incrimination of cannabis for adults' health in South Africa, there are few insights given to the child learner on how parents should use cannabis in their homes and prevent children from miss usage of it or use it as a social closure. Thus, the use cannabis in the family as a social closure can facilitate the incorporation of any family member, including children, to the circle of cannabis consumers while excluding strangers to penetrate to the drugs abuser. In social closure, members believe to be solely united and hermetically close in the way that strangers can be systematically excluded even if they can be valued through their skills or presence. Social distance often is exerted in nuclear family that is composed of parents and children, thus, the extended family members can easily be excluded. In fact, what the youth can learn from the social distance system in the family or society is the application of either social or racial exclusion of others. In South Africa, after the apartheid era, social distance, as one of social theories, seems to be extended through free RDP houses which have been offered and built for Blacks, Indians or whites who were forced by the segregation system's ways of living. The RDP houses built in an isolated area of one race can be said as an encouragement the future generation to live in separation while excluding strangers to penetrate the local society and its deeds.

2.7.4 School discipline and the social distancing

The issue of social distance is one of international sociological concepts used today in studies of ethnic, class, gender, status and other kinds of human relationships. Arguably, it can very difficult for drug and alcohol abusing in school to be disciplined and respectable. Data yielded through the sociological abstracts conducted in 1995 yield more than 300 studies regarding social distance. However, social distance was announced for the first time by Georg Simmel through his typical model of interpretation of sociality as forms of the Euclidian geometrical distance (Ethington, 1997).

A moral basis offers the best course of action that is approved either globally or locally by a certain society or enterprise. Social discipline and social distance in the twenty-first century evoked moral behavior inside society and between people who seemed to be divided by an unnatural wall of imagination or by scientific evidence. The act of keeping a minimum of 6 feet between yourself and another person and avoiding crowds or gatherings of people is known as social distancing. Reducing physical interaction with individuals outside the home, such as in social, professional, or educational contexts, is another aspect of it. The introduction of self-isolation known as social distancing caused enormous economic, social, physical, moral and mental well-being disruptions. Arguably, like every other responsible government in the world, the United States introduced a number of preventive measures that, in turn, interfered with people's daily lives and, as a result, caused serious economic loss, threatened the population's mental health, and caused social unrest, including disruptions to university's environmental health (Okafor, 2020).

To put it another way, a situation that was inevitable has suddenly and unexpectedly presented itself as the clearest, plainest, and most sensible course of action to take in the face of a crisis. Can we ever return to the original state of the situation (Tesar, 2020)?

The academic community had received explicit permission from university administrations to start the process of turning their programmes and courses into online formats, progressively integrating them into the world of digital education, prior to the start of the Covid-19 pandemic. Aiming to prioritise online pedagogy and learning experiences as essential elements of the academic curriculum, this strategic emphasis on online education within higher education was occasionally communicated through direct directives, but frequently, as one individual depicted, it was communicated more subtly as a suggestive and encouraging gesture. In time of COVID 19 that we call namely as (C-19) the world including educational institutions have come to learn about Social distancing. Nowadays and the days to come to avoid once again the inevitable to come, it is imperious to set up ahead technic plans. Reason being, it seems like after the (C-19), the world has forgotten about means and ways of enforcing quarantine, zoom meetings and teaching and learning distance technics.

A potential method for examining connections between attitudes and moral value systems is the oral foundations theory. The foundation of Manchester Foundation Trust (MFT) elucidates that moral perceptions and actions are influenced by moral intuitions (Tarry *et al.* 2022). Because there is a concealed content of social distance that started with an individual element that left the original society, the history of the terms "community" or "group/grouping" is plagued with succinct analysis in this study. To put it another way, it means that communities and organizations are frequently the outgrowth of social isolation brought on by individuals in response to later societal events, thus building a social closure outside of their confines. In South Africa, the social closure was used to strengthen racial segregation or racism, which widened gaps between whites and blacks. The segregation language seems to resound with loud music signal when a stranger is found inside one of South Africa's restraints, but this cannot be heard openly when the natural force of belonging appeals to all South Africans. Nowadays, social closure appears to be viewed with one eye closed, as if it does not exist. "I am sick and weary of the blacks, the whites, the Indians, or the coloreds because they are not really with us," is a phrase that is frequently used. One of the conscious behaviors used by an individual or a group of people to convey their social states of mind, which happen either naturally or on purpose in their society, is social distance. Social distance can be defined as a voluntary or involuntary spiritual and physical separation in time and space. While, our findings indicated that individuals were more likely to relocate from their residential neighborhood when there was a significant increase or decrease in social distance between them and the median social position of that neighborhood (Musterd, 2016).

The individual thought and attitude that a person or group develops in reaction to the reality presented in order to thrive within a certain environment determines social distance. Indeed, the students at the institution experience both individual and social isolation as well as solidarity. A school-aged child can actually be utilized for personal discipline by going to school alone, interacting with people in groups, or living as a Collective Group Detachment CoGD. Nevertheless, anything could occur. However, it is possible for people to distance themselves from others due to their capacity for creating social distance. A "Singleton-Social Distance" (SiSD) is a social distance that an individual voluntarily exercises, whereas a "social understanding" is a social distance that is performed by a group of people (Schneider *et al.*) Therefore, it may be said that a social distance is being exerted by a group of people (SU) when it is called "Collective Detachment" (CoD). Therefore, it is critical for parents to have a friendly demeanor toward their children so that they may work together, express their emotions, and enforce social closure rather than fostering social distance, which encourages delinquent behaviour. Nevertheless, it may happen that people can distance themselves from others because of their ability to generate social distance. When a social distance is exerted willingly by an individual, it is called a Singleton-Social Distance (SiSD), but if the social distance (SoD) is practiced based on collective agreement, then it is called a Social Understanding (Schneider *et al.*) Therefore, if a social distance is exerted by a group of individuals (SU), it is called a Collective-Detachment (CoD). Therefore, it is important that parents adopt a friendly attitude toward children so that they can be able to collaborate, disclose their feelings and enforce the social closure instead of enhancing the social distancing and that leads to delinquent behavior.

In the same spirit, parents should utilize a moderate parenting style that encourages them to spend most of their life with their children if they want to keep an eye on and control their kids' conduct appropriately. It can be said that most persons who remain close to their parents, especially a civilized pair, are likely to always behave well as citizens. Additionally, the social scale of both individual care and activities taken on behalf of the children can reinforce relationships between people and improve young people's moral behavior. This study will concentrate on how teachers and parents can manage, safeguard against, and keep an eye on children's conduct in relation to drug use.

Children fear authoritarian control, but for school-age children, they act with stubbornness and judgment. For this reason, parents and teachers must use either authoritarian or moderate discipline to monitor and manage school-age children. Authoritarian control, like the soldiers' praise of leadership, sometimes works better for children if applied with a love balanced attitude and actions. Children therefore fear authoritarian command, but while they are in school, they occasionally behave firmly or with judgment toward adults who are in charge.

Considering Pakistani's family applying authoritarian parenting style on children leads children to a negative choice of an alternative that leads rebellious attitude and misbehaviour due to the parents' pressure. In addition, parents who spend most time with their children can probably reduce misbehaviour among their children and thus, share parents' behavior on their children while reducing unwanted behavior. There is a demonstrated need reported in literature that children or adolescents can be best imitators of adults and any individual person living with them (Sarwar,2016).

Parents living with toddlers, adolescent and children of any minding age need to be careful in their daily actions from the bedroom, in sitting room as well as outside the house court yards. Along similar lines, it is also important to stress that teachers can also be the most trusted persons to learners, thus, it is pertinent that every selected teacher in the school of education should undergo a psychological and drug abuse test. This is because if a teacher is a tested as a drug addicted abuser, her/his status can affect students' behavior as well as academic results as long as she/he relates to the children daily. The Association for Supervision and Curriculum Growth (ASCD, 2003), claims that schools can only assist students' moral development to a certain extent. In order to manage the demands of their professions and develop their capacity for

reflection and response, teachers require support. The response of the teachers to the children's drug addiction in school and at home is one of the reasons why the South African school governing bodies and the Department of Basic Education and Higher Education seem to have a critical position on the numerous concerns. This is due to the mentality of a student or youngster in the school-age range not being ready to deal constructively with social and moral concerns at school or at home. Student instructors explore beyond the technical facets of teaching to the moral and ethical difficulties that arise when educating students in each social environment under the reflective approach, which strongly emphasizes making professional decisions.

Taking decision for young person can be both led by instinct thus, leading to immoral actions that bear negative consequences. Especially, it become worse if the young person is hence among drug users or being an excessive authoritarian or one or two absenteeism parenting Moreover, it is child's moral threatening the child for children who in the hand drunkard parents being neglectful and having with children and among themselves bad interpersonal relationships. More importantly, if the school child personal responsibility and emotional intelligence is unable to uplift the self- motivation capacities, she/he becomes first of all is own danger and that of the society. To avoid any worse situation in child's life, teachers and parents can motivate any child individual to rise its self-awareness and know how to monitor their intuitions and maximize their own potential

Self-awareness enhancement can propel necessary while developing child's divers' talents through well taught LO curriculum. Whereas, the LO curriculum should be examined at this moment in order to develop ethical information that is transmitted to school students in South Africa, rather than simply learning skills. According to the Association for Supervision and Curriculum Growth (ASCD, 2003), schools can only do so much to support students' moral development. Teachers need support to help them cope with the demands of their jobs while also improving their capacity for introspection and response. One of the reasons the South African school governing bodies and the Department of Basic Education and Higher Education seem to have a critical position on the numerous concerns is the teachers' reactivity to the children's drug addiction in school and at home. This is because a student's or school-aged child's mentality isn't typically equipped to adeptly handle the various social and financial challenges that can arise both at school and at home. For those high school or college students who exhibit pronounced disobedience, several significant problems tend to manifest, including:

- Lack of parental involvement and concern for their children's well-being.
- The presence of an authoritarian parenting style coupled with ineffective family management practices.
- Inadequate communication between parents and their children, as well as with other members of society.
- Frequent absence from the home environment.

Addressing these challenges requires a comprehensive approach that involves fostering better communication, nurturing a supportive family environment, and encouraging responsible parental involvement to promote a more positive outcome for the students' development. The reason for this is that a person may have talent but lack the intuition and self-awareness abilities that can help her or him discover and develop personal skills. Now, the LO curriculum appears to be incomplete and should be reviewed to focus more on developing ethical knowledge imparted to South African school learners than endocrine learning skills.

The chapter will look at different types of drugs and their effects on the consumer, as well as how society can try to find a long-term solution that takes a bear-like approach to distance itself from the misbehavior and delinquency of street children, which leads to poor academic results. The relationship between alcohol addiction, drug abuse, and violence can be seen in numerous diverse ways. For example, alcohol and other substances of abuse may alter brain functions, making a high-risk person more likely to act violently and aggressively. People who depend on expensive drugs like heroin or cocaine could commit violent crimes to get the money they need to buy more drugs (Miczek *et al.* 1994). Social distance, as one of the major international sociological issues, refers to both spiritual and physical practices that can separate individuals for a predetermined reason, which can then lead to social closure. Georg Simmel was the first to present the idea of social distance as a collective ideal. It was conceptualized by Simmel as a social geometry that was influenced by Euclidean ideas. In international sociology, the concept of social distance is important since it includes both spiritual and physical components. It entails methods that categorise people according to specified criteria, which could lead to a specific type of social isolation that is different from the more general idea of social distance.

2.7.5 Social distancing in Education

Social Distance is spiritual because, it works on the psychological actions that lead individual to exert protective actions. Social closure, a method involving the exclusion of strangers or individuals, sometimes operates in conjunction with the concept of social distance. In the city of eThekweni and across the majority of South African provinces, the phenomenon of Gender Social Distance (GSD) within restaurant hierarchies, as well as the utilization of social distance data from a city, was influenced by the ideas of M. Weber as cited by Abercrombie *et al.* in 1986. The notion of social distance often exhibits asymmetry in relation to integration and cohesion with outsiders, as it embodies the idea of Social Detachment (proposed by Basdav, Haffejee, and Puckree, 2016). Social Detachment, also referred to as Social Distance, entails the promotion of physical separation between various elements or individuals. Social distance is one approach by which humans chose to distance themselves from others because of their conveniences of not socializing with others. For example, in March 2020 when the whole world was shaken by the Corona virus also known as Covid-19, everyone across the world was taking distance from other people because of contagion fear. Social Distance can be found merely among those who individuals or group of persons who share the same culture and tradition, religious practices, profession or philosophy. In many of our schools there are groups of learners or individual students who like to be part of those who practice social distance for different reasons. In terms of job placement in South Africa, social distance among bank and shop tellers are occupied by women of light complexion. In March 2020, South Africa enacted an early, strict countrywide lockdown, which may have temporarily prevented the outbreak; however, restrictions were then removed, and the number of cases quickly rose, reaching a high in July before declining (McCreesh *et al.* 2021).

For those who are struggling with substance dependence, adhering to hygiene and health standards regarding social distance becomes especially difficult during pandemics like the Covid-19 outbreak. This group may have trouble following established rules because they are ingrained in their hyperactive state. In school, likewise, schooling young adults drug users are the one in majority who are caught up in school discipline lists because of trespassing the school rules, bullying of other learners, putting other learners under peer pressure; filthy school crimes without reparation. Social distancing is very remarkable and well-practiced among drug user learners in the classroom dialogue and debates/discussion/participation, in the school premises, at the playground, in time of physical education and on the road on the way to school as well as back to school. A group of individuals can also practice social distance even though that if

be referred to a social group. Thus, any group that is set in common to isolate others or not to socialize with strangers or a stranger is well a social distance practicing group. So, when can a group be considered as a social group?

2.7.6 Social group and the schooling system in South Africa

Social group is a set of individuals who associate themselves in each social institution or a social stratification with an aim to reach common objectives. For example, a soccer team is one of social groups that have aims and vision to play soccer and win every played game. In schools, there are several social groups namely made of teachers, learners, the school leadership, the school governing body and school workers. There are two groups that stand out as particularly interesting for this study among these school social groups: the social group for students and the social group for teachers. These two groups may play different roles in the lives of the children and the nation of South Africa, according to some. As a former high school student in South Africa, the researcher was saddened to find that these groups continue to unintentionally discriminate against other races by utilizing what is known as "social distance. "Additionally, each individual has specific privileges that allow them to succeed in their pursuit. However, based on precautionary measures, a specific social closure group of dedicated students may have created certain social groups among school-age children in the community, or social groups may simply be a byproduct of social distance principles. There are two groups that stand out as particularly interesting for this study among these school social groups: the social group for students and the social group for teachers. These two groups may play different roles in the lives of the children and the nation of South Africa. These groups are still naively exploiting what we call "social distance" to exert segregation against other races. Additionally, each individual has specific privileges that allow them to succeed in their pursuits. However, based on precautionary measures, a certain social closure group of study-committed individuals may have created certain social distance rules, which can be seen in the social groups among school-age youngsters in the community. The United Nations has been concerned with the protection of both individual and societal human rights under the Millennium Development Goals (MDG). Human rights are also on the other side of communitarianism, where a variety of shared rights begin where each individual's rights finish. Although the diversity of human rights has been emphasized, it is more contentious to note that the MDGs have also been credited with increasing public spending that benefits the poor, canceling debt in over thirty countries, steadily increasing aid levels, lowering child mortality, raising school enrollment, increasing the representation of women in parliament, and aiding nearly half a billion people in escaping "dollar-a-day" poverty. Regarding their normative qualities, it has also been suggested that the MDGs have bolstered the claims of certain socioeconomic rights as binding norms of customary international law when construed in accordance with other international declarations and world summit decisions (Darrow 2012)

2.8 The introduction of drugs in South Africa and its impact on the Socio-economic trend

2.8.1 Introduction

The use of drugs for the health consumption reason is one legal practice that no one contradicts in the South African society. However, it is unfortunate that the introduction of drugs in South Africa for pleasure use seems to have found a farouche contradictions and opposition among the local inhabitants. South Africa is a gate way to numerous countries in Europe, Asia, Africa and the rest of the American continent; this unique position is also added to the social economic strength which has made the country attractive to the illegal drug business activities. Therefore, there are other disruptions on the social and health realm and, especially the education of schooling children who are brought up in a flux poor immigration drug smuggling route or be an illegal drug transitory region. Obviously, it happens that drug transitory region can be transformed to a depository designed place by both the national and the international drug cartels. When the drug cartel transforms its operational system of either smuggling or using transitory approach, their operation can thus use illegal filament in order to corrupt Public Managerial system and ease the Nationwide Settlement. The introduction of corruption in the Public Management system as critical moral behavior issue among civil servants and the security agency can paralyse the nation's economy. Moreover, the nation's economic and social wellbeing depend on the citizens' moral behavior as it enhances citizenry and nationalism. That seems to be affected by the introduction of illegal or smuggling activities of drugs in Africa. By the way the introduction of illegal or smuggling activities of drugs in South Africa can also be blamed for South Africa's current struggles. Moreover, the United Nations Office for Drug Control and crime Prevention (Parry and Bennetts 1999) postulates that there have been a remarkable drug introduction and transit from abroad through South Africa such as cocaine. South Africa has an excellent infrastructure system which have been combined to a lessening of borders, air, sea borders including the poor land control that have participated in the increase of the drugs introduction in South Africa. Literature review is a call for debate on a given issue/s hosted by the researcher. The opportunities and challenges in teaching and learning LO were mainly unveiled from the end of the apartheid and the dawn of the beginning of the new South Africa's era of 1996. The post-apartheid era influenced greatly the inequalities among the citizens upon the social-economic and political arena. South African new democratic the social-economic and political system management changed and is an ever- greater changing equitable role reform, transformation and especially the focus on the inclusive educational curricula. The exegesis of the curriculum and assessment Policy Statement for Life Orientation program in South Africa was introduced 1997 with the aim to call off the old racial educational curricular system thus, replaced by outcomes-based education. The new curricular experience was implemented and reviewed in 2000. Historically, this marked the first South Africa's National Education curriculum revision known as the Revised National Curriculum Statement Grades R-9 and the National curriculum statement Grades 10-12 which was implemented later in 2002. The Life Orientation Curriculum Statement and assessment Policy Statement (Stroebele, Hay and Bloemhoff 2016)' policy related to the school assessment focuses on the improvement of the implementation of the National Curriculum Statement as amended and had its effectiveness in January 2012 with the combination of all the Curriculum in a single document today known as National Curriculum Statement Grades R-12, this time around replacing the Subject Statement Learning Programme Guidelines and the Assessment Guidelines with the following:

-Curriculum and Assessment Policy Statement (CAPS) for all approved subjects.

-National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-

12. National Protocol for Assessment Grades R-12.

- Social Justice and equity
- Equality
- Non-racism and non-sexism
- Ubuntu
- An open society

Social justice pleads for child's protection within the open society that bringing up a sober schooling generation that is excluded from strong drugs and alcoholism addition.

2.8.2 The complexity of the presence of drugs and alcohol in our home

According to some arguments, there are two types of drugs: one is light and the other is strong, even though drugs are categorized into different groups based on how they affect human bodies. The effects of drug and alcohol usage among the students at Bechtel High School has caused worries among parents and teachers. Some of the unusual goods consumed in South Africa include marijuana and other substances. With the legalizing of cannabis for adults in South Africa, the pervasiveness of the idea of drug use and control has taken on a life of its own. The therapeutic effectiveness of benzodiazepines in easing anxiety, promoting sleep, and calming panic attacks is well accepted. According to a 1990 report by the American Psychiatric Association (Rapanyane and Sethole) on benzodiazepine dependence, toxicity, and abuse, the effectiveness of benzodiazepines as hypnotics and anxiolytics has been well demonstrated by several placebo-controlled research. Alprazolam (brand name Xanax), clonazepam (brand name Klonopin), diazepam (brand name Valium), and lorazepam (brand name Ativan) are four of the top 100 most prescribed drugs. Benzodiazepines typically have almost instantaneous effects, making them suitable for "as required", intermittent, and short-term use. Because benzodiazepines can be used sporadically and only when necessary, individuals with anxiety disorders frequently prefer them to other medications because many anxiety problems wax and wane over time (Longo, 2000)". In the rest of the world, drug trafficking is stretched from Paris (France) to Amsterdam (Holland) and then supplied to Britain. London (especially the Heathrow airport in 1987) was known in the world for the drug criminal activities based in the USA and elsewhere who are their business syndicates. Learning from this it is important to stress that Bolivia is one of world heroine market destination. Therefore, there are network across the world going from the Far East in South Asia, the North Africa, the Middle East including the Latin America says Giddens (1996). The data gathered in the pilot study suggest that Arab and Persian drug merchants were involved in those activities along the eastern coast of the African continent as far as the 13th century. In addition, the commercialization of alcohol and whoonga across the world and South Africa has caused more health hazard to the citizen than it has killed in road accidents. The scope of commercial mass mobilization for the cultivation and the spread of cannabis was facilitated by some bantu tribes in both central and Southern Africa. The delicate state of the cannabis popularity reached its climax between the 18th and the 19th century. All these pose a myriad of questions pertaining drug consumption for the health's sake among adults while among the youth it seems that drug user's aspiration is on the tallness. Therefore, what do we know about the origin and phenomenon nature of drugs as we

consume it?

2.8.3 The origin of Whoonga and its natural phenomenon

As mentioned before, some people believe that today's young belong to a generation that is in danger because of what's happening in this technologically swiftly changing world and the rise of unusual youth habits. Particularly, it has been claimed that if "Swazi young users" of the new locally produced drugs called "Whoonga" grow dependent on them, they end up engaging in stealing acts to satisfy their drug cravings. Given that Whoonga is an ARV product, there is a risk that drug addicts who are after their medications will attack others who are picking up their medication at the neighboring clinic. Once discovered in Durban for the first time as a deadly drug that has been widely used in South Africa, Whoonga is presented in a form of white powder to be smoked as it is composed of deadly products such as soap powder, cannabis/marijuana, tobacco, rat poison, the anti-retroviral (ARVs) mainly for AIDS patients. Whoonga as one of lethal drugs, is not only used in the eThekweni Municipality rather, but it has also been spread fast across South Africa because of being affordable to the poor population (Vahed,2015). Beside these, one cannot deny that South Africa now is not only importing drugs either fraudulently or legally, rather there are several homemade drugs. The following paragraphs with enumerate some of most used drugs in the Kwazulu-Natal these days.

2.8.4 The type of drugs known in the eThekweni Municipality

There are two types of drugs one; has a side effect of downers, and uppers downers have a side effect of the throat and drains individual energy. Uppers would be what makes a person hyper. Some act as two-way drugs or later divert in the process into a different feel as they finish in the blood stream. For example, there are different types of weed and different types of ways of intake and different types of people. There's India and sativa; one acts as an upper one acts as a downer. There are also different types of grades and categories. Skunk (is one of expensive drugs) would usually make one hallucinate and then Swazi is one of legal products used as an anti-depressant which makes the user sleep. Therefore, if the weed is baked and consumed by young schooling children it makes the growing and schooling adults disrupted and causes delusions while losing the cognitive and psychological capacity. There are several delusion acute symptoms hunting the young cat and pot drug users. Especially those 'young adult' users namely deadly crippling stomach contractions, Paranoia, Hallucinations, cute pain, anxiety, and convulsions. Beside the cat drug, it can be added a new deadly drug made of several homicides and insecticide products mixtures known as ``Whoonga'' a newborn locally made drug by the Durban homeless who are operating and based for years at the Albert Park and the close under bridge site and the product has been widely used in the South Africa. The majority of HIV infections worldwide are currently found in South Africa. In order to combat this epidemic, antiretroviral therapy for HIV (ARVs) is widely accessible throughout the nation. A substantial public health risk stems from the diversion of these medications into a drug cocktail known as "nape" or "whoonga," which is a result of ARVs being freely accessible. A thorough assessment of the dangers and repercussions connected with the use of nyaope to better comprehend it was carried out (Varshney *et al.* 2022).

2.8.5 The havoc in the youth's circle and Woonga/Nyaope capital of the world

Cannabis (dagga/marijuana), cocaine, mandrax, and ecstasy have been wreaking havoc and fueling heinous criminal activity in South Africa for decades. A typical heroin known as Nyaope/Whoonga and crystal meth (also known as tik) have recently been found to be more potent and have been linked to a variety of bizarre crimes in South Africa. Inconveniently, since 2010, nyaope / whoonga has developed into a dangerously large-scale heroin narcotic that has threatened South Africa. It is a special illicit drug made in South Africa from a combination of many substances, including heroin, anti-retroviral medications, painkillers, rat poison, bicarbonate soda, pool cleaner, and other acids. The fact that a sachet portion costs between R 20 and R 30 may have contributed to its appeal. The substance can be injected or combined with dagga (cannabis) and rolled like a cigarette paper roll known as Zoll (Bala and Kang'ethe 2022). Therefore, the negative consequences of the Cat and Whoonga can be beyond fatal on humans. They can manifest in various ways, including a catastrophic type of psychosis (permanent mental disorder) and a health risk. The victim may experience nausea, headaches, anxiety, poor convulsion control, blurred vision, and hallucinations. Therefore, growing children involved in drug usage activities have poor moral behavior, concentration and focus because of the drug effect on their poor biological and emotion and brain behavior.

For instance, the brain functions as an electronic system that has a variety of connections with the rest of the human body through the activation of neuronal nuclei, which are groups of cells that work together to communicate both inside the brain and with the rest of the body. A study conducted among Armenian students found that it is crucial to safeguard the development of the child's brain, particularly through the implementation of the learning objectives emphasized in Lo1,2 and Lo3 (Well-being) that emulate and unlock the child's spirit of citizenry. Additionally, through LO Identify the global citizenship theme by being exposed to a variety of global topics, LO2, develop an understanding of the larger world and their personal role as world citizens, LO3 (Keoshkerian 2015). The responsibility of the teacher to teach the youth about wellbeing and citizenship cannot be improved by a theoretical concept; rather, youth alcohol and drug abuse and unwanted behavior rehabilitation can be addressed through school or youth group outings, psychological and religious instruction in the form of seminaries away from home for planned and timed mental, physical, and scheduled programs, which are supported by the government and civil society. The scouts and religious youth organizations like Methodist Youth are only two of the various models that can be used to improve kids' moral behavior. Additionally, while children are present, instructors and parents should be the finest observers of their physical and moral development; thus, the South African school learner will avoid the desire of the use of short cut in business.

2.8.6 Empowering the youth for employability through LO/moral education in South Africa

Concerning Moral fitness is required in South Africa before obtaining employment, and this can be done through LO. The school might be one of the role players for value education (Maphalala, 2018). Because of this, most homes with well-behaved children frequently exhibit good ethical behavior even toward peers and in the classroom; yet, students who are not well-behaved can also demonstrate the difference in this. Indeed, beside parents, schools should be the best role players for value education and assets for their children's employability. The role value implementation carries out Life Orientation Curriculum critical and Development outcomes attainment in concordance with:

- Personal being of the schooling child learner stressed in Lo1.

- Recreational and physical well-being (Lo3), implicates good health and right mindset.

- The enhancement of employment opportunities through workplace job training can be influenced by one's personal development. Moving progressively from lower to higher job roles, Level 4 (Lo4) involves the comprehensive preparation for a career journey, spanning from early educational stages to the eventual attainment of professional and specialized training for an individual.

- Citizenship Education (Lo2): this one should evoke moral behavior, respect of own human rights, that of others as well as the citizen duties as it should be taught to learners/students by their teachers. Even though parents sending their children to school should not expect that what they failed to change in their children's endeavor can be changed as a magic baton used by teachers for their children's behavior change. In the same vein it has been said that a time of transition between childhood and adulthood is adolescence. Adolescence is frequently described as the period of identity exploration. Developing mature connections with peers is one of the key features of adolescence.

Cooperation incites team work and collaborations; these frequently occur within the framework of individuals' interactions for a particular interest. Teamwork, broadly speaking, is the process by which team members cooperate to accomplish task goals. The processes by which teams input result in team outputs like effectiveness and satisfaction are referred to as "teamwork." In this part of the study, we describe the empowering of the youth for employability through LO/moral education in South Africa and the importance of individual connectivity for collective ethical cooperation. It describes a type of cooperative activity or method used by individuals or organizations to accomplish a common goal (Driskell, Salas and Driskell 2018).

As a result, it is challenging to discuss cooperative behavior without taking social relationships into account and demonstrating their significance in cooperation. Peer relationships, which are a type of social support, are interpersonal connections made and developed by social interactions between peers or people who have reached a similar stage of psychological development (Wang and Hu 2021).

Parents should always keep an eye on children at home even if they have large spaces or are in a shortage of space. About the present needs of parental monitoring of children, the observance should not be limited only to a simple look upon children in their corners. Children's friendship with stranger's children is one issue that can escape parents in their duties to guide their children. Considering the preceding, there has been an inconclusive debate about whether parents should

choose their children's friends as all strange friends cannot be good or bad friend. For the sake of discussion, it can be argued that beside strange friends there are also close neighbours, acquaintances, cousins with aggressive behavior and the open social medias and home appliances. Rather, the use of appliances, cell phones, computers and public media can derail children's moral behavior and lead them to lack of responsibilities and *Ubuntu* moral education. Nowadays, most African children are learning new culture through the social media than their parents who were taught traditions around the evening fire. As a proof, many children are best at television and mobile phones stories than their parents taught history. Rather, the education of children for good citizenship should be considered by all as combined efforts exerted by parents, teachers and the government. For example, a cigarette/tobacco, cannabis, cocaine, Whoonga schooling child cannot promptly change its consumption because the teacher's taught.

What can community, teachers and parents do to constrain a drug child's user to behave or change its mind for better? For this reason, it is important that every teacher to be employed should be due to their merit be trained and motivated in their engagement of parenting and pastoral duties and skills related to following curriculum program and guidance:

- The National Senior Certificate Policy
- Subject Statement
- Teacher Guide for Life Orientation
- Learning Programme Guidelines
- The National Protocol on assessment
- Higher Education Admission Requirements

The enhancement of employment opportunities through workplace job training can be influenced by one's self-awareness awaken mind of development. Therefore, the self-awareness awaken mind can lead individual to move progressively from lower to higher job roles, Level 4 (Lo4) involves the comprehensive preparation for a career journey, spanning from early educational stages to the eventual attainment of professional and specialized training for an individual. Meanwhile, the youth drugs abuser often expresses the view that the more the user goes with its intake the less they get paranoid mood that causes the body to feel the down or upper and enhance personality.

2.8.7 The ongoing youth *paranoia* settings

The issue of ongoing paranoia among schoolchildren and the majority of youth in South Africa seems less important in the

eyes of both parents and the government. While many children appear to be having fun, they are suffering from psychological illness that have gone for decades unaddressed by the DBE at the early admission of each child in primary schools, secondary schools and colleges. In fact, paranoia can cause negative human factors such as fear, suspicion, mistrust, obsession, and terror. Drawing on these arguments, paranoia plays different negative roles in the youth's moral behavior, thus: Paranoid individuals suffer from a negative human psychological crisis that can incite an individual's fear and suspicion, which can sometimes result in xenophobic attacks against any strangers or jealousy among the citizens. Whereas paranoid people despise strangers as one of their initial positions, they pretend to denigrate them as stupid, poor people who came to sell drugs, whereas paranoid people despise strangers as one of their initial positions. Paranoid individuals suffer from negative human facts that cause humans to behave either as inferior or being above others. Paranoia is a challenging spiritual feeling internally exerted (introspection) against external lived experiences within the ecosystem. In the early age of child's development, children encounter widely problems as they grow both in family and the community. Parental and guardians' attitude and care can largely contribute to the increase or decrease of children's paranoia. The worst parental crime can do increase paranoia among the growing children and the youth born outside wedlock and in an environment that is not proper for the child' social economic advancement. Paranoia is one of self- concept, a social and emotional feeling development that can be healed not with medicinal consumption rather, it can be set aside and hand over in the hands of psychological and spiritualist and traditional healers.

Having earned a degree in the field of education, simply being able to engage in teaching and learning is insufficient; rather, the teacher's psychological expertise would be a tool that would support her/his long-term career and help her/him grasp every student's milder psychotic symptoms. Furthermore, it may be challenging for a teacher or a parent to determine whether a student has psychosis, a mental illness that is comparable to paranoia and is marked by unwarranted distrust, xenophobia, or a persecution complex inside or against others. Therefore, if a child experiences persistent paranoia and if it develops into a chronic condition, it may cause the child or adult to have poor discipline, a personal issue, substance misuse, and schizophrenia. Young children who are susceptible to complex mental health conditions like paranoia and psychosis may gain a lot from support with diminished positive symptoms. Schizophrenia is one type of severe mental illness that tends toward dangerous craziness and is classified as a human severe anxiety condition.

For at-risk young people who are suffering paranoia, the prevalence of negative-self and other schematic beliefs may be a more effective therapy target than the absence of positive schematic beliefs. Young people with broader clinical high risk is also very susceptible to psychosis and are dealing with major issues that, if not treated, are likely to endure for a long time (Crowter *et al.* 2022). Weed enhances your personality and enhances the saying that it makes you who you are; if your IQ (Intellectual Quotient) is low it will go lower if it is high, it will go higher. Cocaine has negative side effect on both adults as well as in the young adult the human body. Much of youth who are Cocaine users in the eThekweni Central Business District (CBD) believe that Cocaine is one of upper substances that make consumers to more active. Most consumer including the youth believe that the more they consume cocaine there more they get obsessed because their body get used to it. Social closure became a more critical managerial and audit issues among the schooling youth drug abusers. The delicate state of drug abuse among schoolchildren is that most children live in a world of social problems, social order, social control, social mobility, social structure/system, class social facts, and the global village that neither parents, teachers, nor the government understand or comprehend. Indeed, it means that parents, teachers, or both know little about what is happening in their children's lives both at home and at school. For example, there are few parents who maintain the rule of children's good and educative games played on the child's mobile phone, on the internet, on the computer, and other media.

Drawing to this argument, it is also the ubiquity of poor control and children's relationship management with their neighborhood's friends is one of retreat from the challenges of child cocaine and other drug abuse at an early age. In fact, cocaine, alcohol, and any other mental and dangerous physical substances that fail in the hands of adolescents and the youth in general are serious threats to the nation's education and peace. Cocaine is said to be commonly used by thieves as they gain more energy to party, which means that the drug abuser's gathering can be longer and unfinished.

A drug abuser's gathering can be a long and unfinished party. Yes, when under the influence of drugs, the majority of team members can lose control of their behavior, resulting in filthy physical appearance, disorderly dancing and screaming, quarrelsome behavior, or involvement in organized crime. For this reason, it seems to be dangerous to conduct research on drug dealing and consumption either among adults or young adults. Those who are living in the social closure of drug users or any private cartel cannot allow strangers to mingle in their business that they don't want to be disclosed outside of their organized activities. As a result, it is risky to do research and investigations in the eThekweni Municipality for researchers and officials who are concerned about stranger safety. Due to the fact that the activities of the cartel members in the Saint Georges and Point Road regions depend on daily drug use, their inability to find work leads to them becoming violent and reliant on extortion and other dirty tricks to survive. More often, to conduct research in a drug user's environment is risky, upsetting, and uncomfortable after careful deliberation. In eThekweni and KwaZulu-Natal, young people commit the majority of drug offences.

2.8.8 The Mjomba's engineering (Tanzanians homeless living in Durban are known as mjomba or uncle) and invention of drugs for the youths in Durban

The negative repercussions of using a highly addicted substance are that for example when a cocaine addict is sobering up, paranoia may surface. Being the oldest and most expensive narcotics created in a form of powder, cocaine and cat are considered the most hazardous substances and are known to be the irresponsible youth killers of overdose. Depending on how it is consumed, cough mixture is viewed negatively by young people who use drugs. A young, addicted user at the Albert in Durban claimed that the basic cough medicine mixed with drinks, which I refer to as "Mjomba" (Mjoba, which is Swahili for "uncle" or "malume is"), can substantiate other drug intake from the genuine drug

'Mjomba' (Mjoba, in Swahili lang. means uncle or malume is Zulu lang, RSA and manseba /Mwanabo ne Lolo, kiluba lang. Katanga DRC). It has been testified that in Zimbabwe or in the United States of America drug addicted youth are using different methods to South Africa. The difference between their intakes is that in Zimbabwe or in America they seem not to mix drinks with cough mixture like in South Africa. Moreover, it is important to know that the South African youth and users of the cough

mixture so the drowsiness they get from the codeine and alcohol in the cough mixture is way more powerful Cough mixture with a cool drink is commonly used by youngsters to make a strong drug for now the pharmacies can be considered by the young drug consumers as their new drugstores because that is where they can easily buy their cough mixture they mix with drinks. Some consumers of the drug which emanate from the cough mixture I call 'Mjomba' means uncle believe that the Mjomba mixture is stronger than Cat and cocaine. Therefore, without a medical prescription a cough mixture is not easy to purchase so that it facilitates the street and schooling learners to buy easily so that they can be able to mix it with a drink.

The concoction mixture of this combination takes place in playgrounds arena or the sport centers even in the school playground and school corners. Cocaine is more addictive and can get used to the body reflex when the user's intake is more thus, her/his pro-social and antisocial behavior will change drastically. The ideology and principles of keeping the learning and teaching arena conducive can thus not be separated from the good health education needs. For this reason, the following analysis will state shortly what Health Education is and its importance.

2.8.9 Physical development skills and the teacher's place in teaching and learning LO

The wellbeing of both the instructor and the students is necessary for the theoretical perspective of teaching and learning. Their well-being and understanding of the value of both physical and mental health education and its foundational principles are key factors in the learning process. The importance of emphasizing that learning about one's own personal health is a fundamental human right that can be attained at home or at school cannot be overstated.

Health education opens the learners' mind so that they can be able to live safe and healthy, whereas Life Orientation teaches skills which empower children with personal safety, health and social being skills. In the same vein, the schooling child should be empowered with both the personal health, the emotional health as well as the relationships skills which guide her/him with people's environment. The child empowerment regarding health and the physical education can be one practical rational way or another of the environment awareness context. In other words, the practical rational empowerment context of the schooling child deals with the child's reasoning faculties or the cognitive stances which enhance the child's internal images and the pictures of the ecosystem in which she/he lives. On these grounds, we can argue that infants and adolescents' learner's cognition, language and learning in group and interaction and from mindful and healthy person can nature their linguistic, cognition and health abilities alongside the chronosystem transition timing.

Nowadays, contrary to these belief children have shown that children are born with enormous abilities which some are even greater and beyond the computer abilities. Indeed, computers are inventive and creative devices that lack human reactions and circulatory systems and instead rely on artificial intelligence. Natural geniuses, on the other hand, are developed through educational opportunities in the context of good parenting of the childhood. Due to their intense connection with the sensory experiences of taste and the natural world during their early developmental phases, Bechet schooling learner just like other students exhibit inherent brilliance. Therefore, Physical Education (PE) is a framework and set of procedures designed to improve young students' athletic prowess, general health, and physical fitness while also igniting their interest in and excitement for games and leisure activities. The physical development can be exerted through the physical education namely called gymnastics. Therefore, in school the teacher is one of multi-skilled physical development agents who is entrusted by the department of basic education and parents for the schooling learner's empowerment. Considering the recurring theme of this study termed as Moral Education in South African Public School: Opportunities and Challenges, in order to promote Moral Education in South African Public schools, teachers and parents should be proactive regarding their children's rights and obligations, mental and physical health including their fitness at home and in school. There are two main codes which can be used by teachers to enforce children rights and obligation in light of their health and physical abilities. Thus, the teacher, including parents can by the way instigate their children in

telling them to that to live longer stay

'healthy and fit'. Human rights indeed cover also children rights as it is stated in both the United Nations constitution as well as in the South African constitution. Yet the South African law has been strengthening the child's rights, therefore, it seems like there is few actions also capitalizing on child duties. In terms of PE, it is important that the DBE tries to enforce some measures which can encourage learners 'participation in the Physical Education as their own curriculum The following sentence can state the importance of the needs of teaching practically the child's rights and duties through the LO as stressed Pillay (2012), saying that: "*We need to advise learners that even if you are poor, you can be clean. You can find honest means to make a living like washing cars instead of stealing or robbing people*". This statement shows that teaching the child to be clean can evoke the issues regarding both health and the second part of it is related to the issues pertaining responsibilities in teaching. A closer look at the moral education indicates that due to moral disparity from one nation to another, in what is regarded as acceptable moral behaviour in the society, it is expected and possible to have a universal learning subject for the whole world and address the moral formation of the schooling youth/students because what is morally accepted in the Arctic region can also be acceptable in the Antarctica region. Moral behavior is different to culture and traditions that is why it is difficult to have a common set of learning subject that can universally be taught to learners and children in school and home. Whereas morality is a way of behaving and developing character, morality cultivates in the child from the early age the right skills of being human. It is a guideline of how to behave in any given situation of life. The moral-character formation of this statement is in line with the Assessment Standard 2(AS2) of the Life Orientation learning subject that is related to moral-character formation and acquired skills for schooling children. For the sake of discussion. The researcher argues that teacher's moral-character formation, skills and professionalism should be taken unto primordial consideration. In fact, teacher's moral-character formation, skills and professionalism should be taken unto primordial consideration because it goes hand in hand with children's instructional objective (Lapsley and Woodbury, 2016). Therefore, why should one study life Orientation?

Indeed, moral education is part of Life Orientation/LO as a study which is concerned about the youth's life orientation for the future in South Africa. A reform of the curriculum was made possible in 1999 by the appointment of a new minister of education. In February 2000, Professor Kader Asmal formed a group to examine C2005. The Committee discovered that the curriculum design was under-specified in terms of content and progression, and that there was minimal alignment between curriculum and assessment policy, in addition to the practical implementation issues of teacher development and a lack of resources. To encourage integration and conceptual coherence, their report advised that the curriculum be changed and simplified (Bertram 2020). During the implementation of the LO in the new democratic South Africa's education system, the LO was implemented with the Outcomes Based Education (OBE) approach which since then raised many critics and concerns till today among both academics, parents, children, and teachers in general. Therefore, these concerns became challenges and barriers to teaching and learning Moral education under LO curriculum. In the same vein, Moral Education as one part of the Life Orientation learning subjects in South Africa, the government decided to implement moral education within LO. However, the goal of this cross-sectional descriptive study was to create a health education curriculum that high school life orientation teachers could use as a teaching tool. Data collection for the health education program was done in a progressive manner. Teachers of Life Orientation in high school as well as subject advisers who were thought to be authorities in the area of Life Orientation made up the study population (Jacobs, 2014). Much of current debate revolves around the period known as youth (adolescent or young adults) as they go through these period schooling children develop their bodies, their minds and character which tend to lead them to the sense of self identity and independence. Based on the evidence currently available, it seems fair to suggest that both parents and

government intended to equip and prepare the youth to attain a better sense of self identity and independence through Life Orientation teaching. This study will explore the way in which Moral Education as part of Life Orientation has impacted the life of learners from Grade 8 to 12 throughout offered opportunities and challenges (barriers) that learners which be solved spiritually through religion. As long as moral behaviours are part of spiritual issues it would be important to set up an analysis that studies what kinds of opportunities religion can offer in order to try to curb misbehaviour among schooling children.

2.9 Religious and Moral Education

In the European education context, in some countries such as the Iceland and France the recent curriculum reform has shown good ways of CRE implementation and progress (L ,2013). While in other countries such as in the Republic of Ireland Life Orientation is taught not a compulsory subject rather it is an optional course focusing on learning and teaching Civic, Social and Political Education as published by the government in 2012. Therefore, it is crucial for governments to consider the input and consent of teachers when formulating school curricula, as their involvement is essential for fruitful teaching and learning outcomes that benefit the nation. In the American context, the teaching of Moral Education faces significant challenges due to the pervasive presence of technology and electronic gadgets in the hands of most youth, who often surpass adults in their ability to manipulate them. As a result, the movement for moral education reform has been given priority in many esteemed educational institutions. In South Africa, Moral Education is included as one of the subjects taught under the Life Orientation curriculum, but it is not enhanced with Religion Teaching to nurture the child learner's future moral development. The question arises as to what religion or belief system should be prioritized and what kind of moral values are embraced by the majority of people?

The religious as well as the Moral/civic education should not be identified as one because their modus operandi and theoretical perspectives on their nature. For the advancement of the implications of the child in the PE for her/his own good, the child should be strongly motivated for strong implementation. Arguably, the religious as well as the Moral/civic education implementation should be carried out by qualified engaged teachers. On these grounds, we can argue that teachers are potentially useful elements who can assist the individual learner's/students' development and success (Alsubaie 2016). Therefore, teacher's involvement for the curriculum better implementation needs firm courage to take the opportunities and a good will to face the PE implementation's challenges which can leads to a repealed curriculum. Valuable aspects of curriculum that is supposed to protect Human Rights and the local traditions can be found in people's traditional culture and skills, encompassing cultural norms, tribal moral behaviour, local wisdom, and the transmission of local inventions and deeds that have been preserved and passed down within the community for decades.

2.10 Human Rights Education (Lo3)

As rebuttal to this point, it is important to note that teacher 'moral behavior is part of the role and code of professional ethics of educators which is also associated to teacher's competence which enhance both individual and common human rights. Whereas, the role of Educators, their competences and the Code of Ethics and the human rights' teaching is distorted because some teachers are assigned to teach subjects that are not found in their training field thus, they end up performing poorly and resulting into abusing learners due to teaching frustrations.

De Wet (2004) found that it is common for secondary school teachers in South Africa to teach subjects outside their field of specialization after looking into the phenomenon known as "out-of-field teaching," which refers to the extent to which teachers are assigned to teach subjects that do not match their fields of specialization and training. These teachers' unfriendly attitude towards learners is characterized by "a lack of academic and professional competence and diligence (De Wet 2016)."

A teacher who upholds moral principles can serve as a role model for students by exemplifying not just the essential abilities but also great character traits. A well-behaved teacher should continuously strive for moral perfection throughout their career, exemplifying the fulfilment of their teaching mandate by an upright and devout lifestyle. According to this viewpoint, the teaching profession requires that teachers uphold high moral standards not only while instructing students in a variety of disciplines but especially in moral education, which is a key component of the Life Orientation curriculum. The effectiveness of a new school establishment and the successful implementation of a new curriculum, however, heavily depend on the active involvement of teachers. This is especially true when it comes to the teacher's application of principles and methods for promoting and enforcing multi-tiered discipline within the school and respecting human rights in both the classroom and school environment. Orientating schooling learners to acquire good behavior both at home, in school and the community is important. Therefore, a child's cognitive and psychosocial development depends on its age, environment's opportunities and challenges. There is asynchrony, cognitive within the physical and psychological development which limits the adolescents' capacity to identify and make their judgments pertaining the risk that leads to parents or guardians perplexed said (Sanders, 2013). The perplex attitude of both parents and teacher with regards to the child's variant behavior can be critical in the child 'psychosocial, cognitive development standpoint. For a better understanding of adolescents, it has been said that it is good to understand the role of imagery and the level of the child's reasoning as it is used in the drawing prompt to be handed to respondent in this study. In terms of teaching and learning, it is important for the teacher and parents to understand the child's age and both physical and mental abilities. Moreover, teachers, guardians and anyone who oversees the child learner should be aware of the child puberty or the adolescence stage for the sake of the impact of good communication skills and manners. A deficiency in the adolescent physical, cognitive and psychosocial development can lead to the child's perception' limits and poor judgmental effectiveness. Therefore, child perception' limits and poor judgmental ability may lead to the different views with parents or guardians (Sanders 2013). Learners' good behavior in and out of the school can be an advantage for learning and teaching including the establishment of peace at home, and the country. The advantage for learning and teaching in classroom of well manned learners/students can offer a better intrinsic and extrinsic opportunity for both the teacher and the learners in general. Indeed, the child learner cognitive development can also be developed throughout what she/he can see and hear in school. The context of this study is to analyses and look for solutions for authentic learning through Moral Education in public school considering what has been taught in South African through Life Orientation curriculum and in comparison, some of the international curriculum model collections. The child's skills empowerment and good moral education learning subjects such as Christian Education, History, Geography and civics education are very important. For a good reason, in Tanzania to eradicate ill behavior among the youth and fulfil the objectives of education humanities subjects have been included in the school humanities curriculum (Ngussa, 2016). It has been noted that humanities studies such as LO help children to understand themselves, others and their ecosystem. In the same idea, the humanities help learning children to understand about their own life, that of other including the area in which they are living in, the time, their tradition, identity as they become more compassionate and critical aware citizen (Eaude, 2017).

2.10.1 Parents 'home abandonment

Due to the rise in incidences of adult drinking and driving that was seen in 2017, the South African media has clearly drawn attention to the worrying frequency of femicides, which affect both married and unmarried women. Arguably it can be said that the safety of women in South Africa is under threat through an extreme misogyny that hunts woman at home, on the way to work and the community. Moreover, the resultant poor moral behaviour in the eThekweni reveals that the majority of killed or molested South African women were victims who failed in the hands of family members, their partners or their own offspring. However, the negative effects of binge drinking go beyond this terrible fact. The cost of Foetal Alcohol Syndrome (FAS) and low birth weight, along with the death toll and disability-adjusted life years (DALYs), includes a number of medical conditions, including ischemic heart disease, stroke, hypertension, diabetes, certain cancers, liver cirrhosis, epilepsy, alcohol use disorder, depression, and both intentional and unintentional injuries in adults over the age of 15. These alarming numbers highlight the serious effects of alcohol-related problems on general health and demand immediate attention and preventive measures. According to estimates, alcohol harm contributed to 7.1% (95% confidence interval 6.6-7.5%) of all fatalities and 7.0% (95% confidence interval 6.6-7.4%) of all DALYs in 2000. Cardiovascular events and injuries ranked first and second in terms of deaths that could be attributed. Road traffic injuries (14.3%), neuropsychiatric illnesses (18.4%), and interpersonal violence (39.0%) had the highest overall attributable burdens (Schneider *et al.* 2007). Furthermore, a constantly drunk person, as well as a drunken schooling youth, cannot succeed in their educational endeavors.

It is important to attest that family members especially individual parents travel either long or short distances. In their journeys they often meet other people, or they sometimes face different unexpected circumstances that are either good or bad for the family. This part of the study analyses the issues concerning the way South African males who were forced to travel long journey and leaving their families behind in the apartheid era. In terms of sociological norms, the absence of one parent in the family can cause harm to the values of bringing up one child morally. The moral values can be harmed by the long absence of one parent because the moral input of one parent can be unbalanced. This does not confirm that one single parent cannot bring up a child according to moral education or any societal norms. Bringing up children according to moral education and societal accepted norms is critical today.

The question of whether single parenting, family mismanagement and loss of own culture's knowledge and practices, divorce and wealth and drunkenness among the family members. The question of whether much of women, early pregnancy and forced marriage among the youth, rape and children killing in South Africa have caused much debate over the years but without any tangible solution. In South Africa provides the situation seems to be critical because of high consumption of alcohol and drugs among the younger generation and, especially school children and students.

2.10.2 Parent with many children out of wedlock and the child moral education challenges

The African continent and South Africa still struggling to find a way to set up adequate policies that prevent or no adolescent pregnancies and bear children out of word lock because of fear to undermine sexual and reproductive circles. Especially, as an African phenomenon today there have been a *laissez aller* among the youth to have partners in number and have

multiple sexual relationships just to have many children out of wedlock. In the past most, African traditional families used to force the youth to contract early marriage. An early marriage in the African context would even allow an unborn baby to be chosen by a given family for marriage. Contrary to this customs and deed, in many culture and traditions marriages were often condoned by witness couples that are close to the two families. For this reason, forced marriage sometimes would engage an old man to marry a minor girl through parents' decisions. Most times early marriages were conducted against the will of one of person engaged in marriage because of parents' authoritarian attitude. Parents' authoritarian attitude leads to forced marriage often which imposes one partner in marriage against the will of the other parties. In fact, forced marriage can lead to an early divorce that can end up leading one of parents to opt for:

- An early divorce or stay as single parent.
- Forced re-marriage
- Early sexual relationships and pregnancy
- involvement in alcohol drugs consumption and drunkenness
- Home desertions and homeliness
 - Uncontrolled sexual activities relationships

In South African society, dowry payment is necessary in order to finalize a marriage after discussions because it is a cultural need. It's important to note that the South African dowry value cannot be asked as a specific number of cows. For a traditional marriage, the village elders might make decisions about the couples' different lifestyles when cohabitation between the husband and wife has become untenable or non-negotiable. Nowadays, the majority of African Countries have given the power to resolve marriage through the national law through the court's judgment.

2.11 Cultural tradition's deviation and the child's cognitive abilities

2.11.1 Moral education through Cultural tradition deviation

For instance, Ugbede, (2002) believes conflicts in marriages are heightened among couples who are educationally incompatible. He states that "educational difference between the sexes further aggravate the social and economic differences between husband-and-wife Ka-Muzombo (2010, Ugbede,2002 and Lubadi, 2017)" Most of culture including the child behavior and moral education can be deprived if parents are irresponsible and indifferent or negligent. A closer look at the data indicates that parents' negligence and indifferent ways of parenting has negative psychological and behavioral context of a child. There is growing support for the claim that beside the poor parenting or parent indifference in bringing up children (Sarwar, 2016 and Hoskins, 2014).

A closer look at the complexity of the moral ill among the youth toward the family members as the community. The underlying argument against today's children ill behavior among the majority it has been shown that the role of both parents, teachers as role players has been under mined by factors such as the poor relationships between:

- Parents versus teachers and vis-versa
- Teachers versus children and vis-versa
- Teachers versus the government and vis-versa
- Teachers versus their school leaderships, the curriculum and vis-versa
- Learners versus classmates' relationships and their cognitive abilities

2.11.2 The prestige of dangerous substance use, a today 'substantial choice of the youth

The youth abilities to use drugs and dangerous substances may start from home then thereafter be carried out from the thus, it is also a sense of reasoning in light of mental capacity's adaptation from the ecosystem realities that individual youth lives, The sense of reasoning or the mental capacity leads human being to evaluate their personal actions to avoid any regression that can cause moral rules breaking because of their consequences for other(s); as the social conventional rules has no consequences of the public's harm or fairness notably there is a breach they are less accepted in the outside context in which the rule has taken its source Simona, Cavita and et al, (2012). Moreover, because of phenotype-genotype, psychosocial and cognitive differences which make it difficult for individual humans to have the same capacity and perception level to be like each other's. It is sometimes difficult for children to reach a required psychosocial development or acquire required perception. In fact, these difficulties make the child's abilities ineffective and unable to perceive the dangers which also render parents become ineffective in their parenting duties. The effectiveness of moral behavior abilities and success in education depend also on the individual child psychological and emotional abilities, time and school resources and discipline management. A closer look at the critical situation of moral ill among the youth shows that the role players such as parents, teachers, and learners' argument against each other runs as follows:

2.11.3 Parents 'unsociable relationships with their children

Today's parenting a child has become a serious issue in our society because of the growing number of home disputes between children and their own parents. Unfortunately happens sometimes that home disputes between parents and their schooling children end up to fights, insults, disobedience and any other horrible and unbearable decisions from either parent of their children. Particularly, it is important to consider both the social-economic trend related to the ecosystem in which the child should cope with its emotional challenges. Moreover, the social-economic can be either a challenge or an advantage for the child's deal to cope with behavior as an individual. Corneli (2019) in the same vein stressed that through observation alienated parents visits to their children can bridge back relationships and reward emotionally the child/children. Theretofore, it seems to be evident that the coexistence by parents and the common child discipline they use to enforce is very preponderant for the child future's life. More importantly, it has been observed that the father's discipline in the family for the children seems to be remarkable in most of the African traditional family. Whereas the family that has no strict father/mother seems to fail in educating morally. There are three stances of the outcomes of the father's involvement in the child's moral education. It is true that the conflict of generation is real problems that engender often misunderstanding between adults and the youth.

Traditional culture and modernism and the level of education's differences have raised critical issues between parents and their children. The lasting impact of the growing poor relationships between parents and their children, have opened and deepened the crisis within the social closure between the family members in the community because of growing generations poor moral education in family (microsystem) and community (ecosystem). The consensus view seems to be that the child's moral behavior education is a commonly duty shared between the father and the mother including the community. In fact, child's moral behavior education is used to refer to what we would be taught to schooling children as ethics or moral conduct in society.

Whereas ethics is more concerned about with the theoretical principles while morality focuses on the moral practices or how to behave morally. In light of these thematic, the expected and sustainable end concerning the schooling child would be the socialization argument which develops a wide praxis of teaching. Moral and Ethics in schools. Data generated by Chowdhury *et al.* (2019) concerning the development of a wide praxis of teaching Moral education and ethics in school so that every schooling child can become a good citizen. Whether in business or school administration, any individual going away from its citizenry is threat to social economic upliftment. In other words, the social economic upliftment of every nation relies on the individual's ethics and moral. Nowadays, this principle has changed particularly with to adoption by the African citizen of the western moral behavior, lifestyle and languages. About the present situation of the children's adoption by the African citizen of the western moral behavior, lifestyle and languages. Available evidence seems to suggest that most children speak the language/s spoken by parents or those who are close relatives living with the child. On logical grounds, there is no compelling reason to argue that beside the language learning and teaching in family.

The child cannot be an exception in what is regarding child behavior as well as the individual praxis ethics. Reason being the child as one of best adults' behavior and ethics' imitators it can be evident that the child behaves in some instance like her/his parents. The underlying argument in favor of the African traditional society purports that, the father seems to be the boys' moral empowers person while the mother is often set for the girl's moral education.

Three reviews of evidence on the outcomes of father involvement for children have concluded that there is now ample evidence that father involvement is positive for children's socio-emotional, cognitive and behavioral outcomes (Downer, Campos, McWayne, & Gartner, 2008; McWayne et al., 2013; Sarkadi et al., 2008). However, these reviews also highlighted that studies vary in their definitions of father involvement, do not always account for family structure, socio-economic status, or mother-involvement, and do not always take account of the possible bi-directionality of associations between father involvement and children's socio-emotional outcomes over time. Recent UK research attempting to address these problems supports the premise that more frequent father involvement and fathers' positive attitudes towards their parental role benefit children's socio-emotional development.

Unlike the preponderant place of a mother in the child's entire life. Yet on one hand it is well known that every child growth should go unconditionally unless otherwise through the mother's care. On the other it is also important to underline that the implication of a father in the child's moral education and discipline cannot be not ignored. The reason why, is that father's discipline and engagement in parenting approach shows that their implications can be more dissuasive than that of the mother. On these grounds, we can argue that parents' disputes at home can influence children who are brought up in the family's circle.

As a consequence, parents' disputes can even affect their relationships between them and their school children's teachers. For the sake of discussion, I would like to stress that it is important to analyses in the following phrases how the relationships

between the school learner and the environment can disrupt the child moral education in her/his entire life. As unbecoming behavior among schooling children has become critical. Nowadays, the blames and finger pointing between role players' parents, teachers and learners is on the rise because youth moral behavior seems to be unsustainable. There are five factual issues within the child-parents, teachers and the community relationships that are heartening child positive or critical behavior. A closer look at the critical situation of moral ill among the youth shows that the role players such as parents, teachers, and learners' argument against each other. On one hand that parents are there one who is sending children to school, they are also responsible for their children's protections. On the other, teachers compulsorily are also given responsibilities not only to teach children rather they are also entitled with the power to protect children rights. More often, even though that the two groups are by nature and profession to protect their schooling learners. Moreover, there is a say that says that justice delay justice denied it means that if the teacher who is trained to teach and empower children with vital knowledge is missing information and moral principles knowledge/knowledge and the geographical and historical own past parental homeland sustainable care and moral knowledge. Furthermore, when a child lacks fundamental understanding of their geographical and historical context, as well as their parental heritage, including mother tongue they may struggle to effectively decolonize their mindset and embrace ancestral caregiving practices along with essential moral insights. In the interest of fostering positive societal behaviour among children, three key perspectives come into play, significantly impacting the cultivation of a child's moral values and the shaping of their relational bonds. These perspectives are often influenced by the following factors:

2.11.4 Learners' unsociable relationships with their classmates

It is for good reason that moral education is taught through LO so that children can behave themselves and avoid ill behavior. In fact, a child who is growing with ill behavior would be able to export the same behavior to his/her school environment/classmate then at work when he/she becomes adult later on. Yet Life Orientation Curriculum in all phases for decades has been taught with the focus of empowering the youth with skills, such as Physical Education, Creative Arts, Knowledge, Personal and Social Well-Being. For instance, it is important to consider that these skills are set as separate disciplines. According to curriculum assessment statement, the skills empowerment in light of each discipline was inspired as:

The physical Education embraces generally gymnastics and sports. Therefore, while PE teachers should skilled and trained in sports. As one of LO/ME/PE educators I realized that there were several sports that I lacked training, practices and skills such as rugby, Tennis and many more. Clearly, it can be said that the plethoric number of several discipline within of learning subject can make it difficult for a single LO teacher to be able to fulfil the required Life Skills for a better teaching and learning development. Profitably, in South Africa the antecedents of Life skills development in light of CAPS are thus embedded by the knowledge domain in life such as Creative Arts, Knowledge and Personal and Social Well- Being.

Creative Arts is one of teaching and learning skills development domain which must associate with both Performing Arts. In Performing Arts learners can acquire through teaching and learning dance, music or drama skills. However, undoubtedly Performing Arts can also lend some skills to Physical Education by using Rhythm combined with dance and music. In other words, when teaching Physical Education through LO/ME this is often an open way to physical development engrained with music, choreography/dance and rhythm and balance.

A closer look at the preceding show in terms of teaching and learning these plethoric numbers of disciplines to empower children with. If a single parent/family or a teacher fails to empower a child with these skills that failure can affect first the learners 'participation to teaching and learning process. Secondly, any poor attainment of what is expected in teaching and learning outcomes.

2.11.5 Teachers' Challenging Relationships with Government Authorities

The blame for the undesirable conduct of contemporary school children has often been directed at teachers and the school curriculum. Any educator with a vested interest in classroom management must also prioritize the moral conduct of each student within the school environment. Consequently, both Bechtel LO and the teaching of learners seem to indicate an escalating trend in today's misbehavior, particularly leading to disruptions in the teaching and learning processes. Undoubtedly, disruptions in teaching and learning can prove to be highly detrimental, particularly when effective communication between teachers and learners is hindered by gestures or noises during study sessions. It is imperative that instances of misbehavior are not condoned, especially by dedicated educators who actively engage in curriculum development. The narrative of teacher participation in the formulation of an effective curriculum typically unfolds in response to the imperative of achieving educational objectives aligned with community requisites, in accordance with the services teachers provide to society, as highlighted by Alsubaie (2016).

Moreover, teaching and learning course disruption can be a resultant of children involvement in drugs consumptions as well as sale involvement, involvement in early sexual activities, unwanted pregnancy. A closer look at most early sexual activities 'involvement data often indicates the society as well as the individual perpetrators and their victims can live in emotional abuse. Beside the emotional abuse considering the school realities, there also can be distrust and lack of friendly combination the between classmate and teachers. In addition, there children can get involved in early gangsters, verbal abuse and the miss use of social media resulting to cyber bullying. For this reason, both parents and government have been blaming teachers for not doing to address the child moral behavior both at home and school. Following the above arguments, can we say that the LO curriculum was added as one of learning subject to curve crime by empowering the youth with skills and moral behaviour. As we look at the existing literature, even though that LO curriculum was added in order to minimize crime in both family, school and the communities, it seems to be on the increase. The nagging doubts about the transforming effect on LO taught learners in multicultural nation (Rainbow nation) that is led by the new dispensation philosophy. The social cultural diversity of South Africa, the new democratic era and the changes in the moral educational system have arguably brought up bigger challenges for both learners, educators, parents as well as for curriculum developers purports Du Toit,1995 cited by Damons (2017). Bigger changes in the new South Africa's dispensation can be felt both in the children's individual behavior and actions in their community. For example, in terms of child moral education it is important to stress that several families have changed their way of teaching the youth's moral education and culture. Whereas, in African traditions the evening fire was also used as community-based school often taught by adults and parents. In fact, for this reason moral education as well Life Orientation was also part of the evening teaching around the fire in most African villages. As a rebuttal to this point, it could be argued that curriculum teaching is no longer taught only at home, in the South African schools or through a physical attendance. The research focuses on the inquiry of the Life Orientation curriculums based on moral education implementation opportunities and challenges in Secondary school. The bottom line of the issue is that to teach Moral Education to schooling child in South Africa as a rainbow nation (a Nation with diverse races, culture, and traditions) is critical issue that brings up opportunities and challenges which may cause problems in teaching and learning.

2.11.6 The influence of the human behavior upon the management of the socio-economic factors and the child's education

This part of the study aims at providing brief insight of the connection between the socio-economic factors and the child education in public schools. Based on the Moral domain which has the LO fundamental roots and approach, it is benefitted to set up a clear reasoning both a psychological, socio-economic and geographic map. In other words, in order to teach a child, one needs to know individual physical, geographical/area (Eco-systemic realities) and spiritual /psychosocial needs of the child. Importantly, as this part of study focuses on the Socio-economic domain in light of the schooling child.

The South African 2030 plan focuses on the elimination of poverty and the reduction of inequality as a citizen's empowerment, economic inclusivity, and building capabilities and, the solving of complex problems the enforcement of common actions among the state leaders Manuel (2018). The National Development Plan NDP (2018) in the same veins asserts that the Nation need to embark in an inclusive and equitable with shared economic growth. The role played by the Social economic issues in the schooling child's moral behavior is one of critical factors to be considered by both teachers, parents as well the government.

Moreover, child's moral behavior is one of critical factors because every child is called to learn in a conducive ecosystem. Whereas conducive ecosystem especially for teaching and learning goes hand in hands with clean human or public, financial and human capacity building management. In term s of school management, it is important to stress that a school with most poor financial resources led schooling learners can be either a headache for the school management or for parents and learners. It is sometimes a psychological stress and headache for the school management or for parents and learners because any lack of school funding or school fee payments can bring up disputes between parties in the educational system. The bottom line of the issue is that was school funding or school fee payments can bring up disputes between parties in the educational system, there is much emotional and psychological threats. Therefore, emotionally acting can bring the society as well to the education system into disruption.

It is true that the conflict of generation is real problems that engender often misunderstanding between adults and the youth. Traditional culture and modernism and the level of education's differences have raised critical issues between parents and their children. The lasting impact of the growing poor relationships between parents and their children, have opened and deepen the crisis within the social closure between the family members in the community because of growing generations poor moral education in family (microsystem) and community (ecosystem). The consensus view seems to be that the child's moral behavior education is a commonly duty shared between the father and the mother including the community.

In fact, child's moral behavior education is used to refer to what we would be taught to schooling children as ethics or moral conduct in society. Whereas ethics is more concerned about with the theoretical principles while morality focuses on the moral practices or how to behave morally. Considering these thematic, the expected and sustainable end concerning the schooling child would be the socialization argument which develops a wide praxis of teaching. Moral and Ethics in schools. Data generated by Chowdhury *et al.* (2019) concerning the development of a wide praxis of teaching Moral education and ethics in school so that every schooling child can become a good citizen. Whether in business or school administration, any individual going away from its citizenry is threat to social economic upliftment. In other words, the social economic upliftment of every nation relies on the individual's ethics and moral. Nowadays, this principle has changed particularly with to adoption

by the African citizen of the western moral behavior, lifestyle and languages. About the present situation of the children's adoption by the African citizen of the western moral behavior, lifestyle and languages. Available evidence seems to suggest that most children speak the language/s spoken by parents or those who are close relatives living with the child. On logical grounds, there is no compelling reason to argue that beside the language learning and teaching in family. The child cannot be an exception in what is regarding child behavior as well as the individual praxis ethics. Reason being the child as one of best adults' behavior and ethics' imitators it can be evident that the child behaves in some instance like her/his parents. However, these reviews also highlighted that studies vary in their definitions of father involvement, do not always account for family structure, socio-economic status, or mother-involvement, and do not always take account of the possible bi-directionality of associations between father involvement and children's socio-emotional outcomes over time. Unhappiness and estrangement are brought on by the often tense and confusing encounters between parents and children. However, guardians, instructors, and parents should learn how to strengthen the bond of love and trust that you share with your child.

Yet on one hand it is well know that every child growth should go unconditionally unless otherwise through the mother's care. On the other it is also important to underline that the implication of a father in the child's care, moral education and discipline cannot be not ignored. The reason why, is that father's discipline and engagement in parenting the approach can show that its authoritarian implications is known by women dissuasive based on the Judgmental-Rights (JR) while that of the mother is based on Judgmental Love (Rajlal). On these grounds, we can argue that parents' disputes at home can influence children moral behavior who are brought up in the family's circle. Consequently, parents' disputes can even affect their relationships between them and their school children's teachers. For the sake of discussion, I would like to stress that it is important to analyses in the following phrases how the relationships between the school learner and the environment can disrupt the child moral behavior in her/his entire life. As unbecoming behavior among schooling children has become critical. Nowadays, the blames and finger pointing between role players' parents. Moreover, it is important to stress that while the teachers-learners' poor relationships are still persistent, poor relationships between classmates are on the rise because youth moral behavior seems to be unsustainable. This is more so between classmates in their ecosystem.

2.12 The punch of the Ecological factors and the child's Moral education

2.12.1 Ecological Theory

Rosa (2013), assert that we outline the transition of Bronfenbrenner's theory from an ecology to a bio ecological theory over the course of three phases. The Ecology of Human Development, the product of Phase 1 (1973-1979), was published (1979). The theory underwent virtually rapid changes in Phase 2 (1980-1993), with a focus on the individual's role and more attention to developmental processes. Since 1998, the Process-Person-Context-Time (PPCT) model has been referred to as the bio ecological theory's appropriate research methodology. Proximal processes were identified and placed at the center of bio ecological theory during Phase 3 (1993-2006).

Scholars should be cautious when claiming that their study is based on Bronfenbrenner's theory without mentioning which version they are utilizing given the scope of these modifications and to prevent theoretical incoherence. The Ecological Theory is one of terms used by scholars to explain the analogy related to the cultural setting in the relation to the environment of human beings.

Although scholars tend to explain these thematic in different domains there still a need of an education exploration the implication the influence upon the profound ideal of the Morality implementation for the schooling learners from divers' races and cultural background. As far we are concern about Moral Education of a schooling and reasoning growing child, its moral development relay on the ecology in which she/he leaves including the people who are around such as parents and teachers.

Therefore, the former and the later should be capable to offer a balanced moral education. In South Africa, seemingly the majority of women are the one who are struggling to bring up children alone, then thereafter the men come later to claim to be the father of the child. Many children have suffered from the absence of their fathers because their mothers bring them alone without a male support, under the frustrations sometimes the mother becomes nervous and emotional or strict because of the fear not to see their children become criminals or immoral. The involvement of children into criminal activities due to the absence of their father which lead to the child's claim of her/his father when she reaches her maturity.

Fatherlessness is a problem that typically stems from broken families and causes various societal issues. This is frequently apparent in rural low-income families when the father role is typically regarded as the family's primary provider. Most men, it could be argued, emphasize that having a job is essential to understanding and putting fatherhood into practice. The absence of a father has a negative influence on the child's life and the family in question at large. In fact, if the identity of the unidentified parent is revealed by a third party, the mistrust between parent and child may become even more pronounced. While the non-disclosure of the father can result in negative dynamics within the family. Children frequently have a curiosity in who their fathers are, especially (Koketso *et al.* 2019).

Therefore, when some girls especially boys reach their maturity they became exigent to see their parent or commit a crime against any family member who oppose their will. Arguably, when the father's claim is made by a grown boy, often the guardian (often the mother or the grandmother) sometimes become of beating or killing crimes if they are seeming by the child under their responsibilities. In South Africa, every single year or two the gap caused by the absence of the father in the life of women and children have brought up suicides, parent/grandparent or guardian beating of killing by the child in their charge

As consequence, due to the single mother's strict attitude toward children, it brings fear to the children, thus, many become hypocrites, homeless and drug abusers. Fatherlessness is a problem that typically stems from broken families and causes various societal issues. This is frequently apparent in rural low-income families when the father role is typically regarded as the family's primary provider. Most men, it could be argued, emphasize that having a job is essential to understanding and putting fatherhood into practice. The absence of a father has a negative influence on the child's life and the family in question at large. In fact, if the identity of the unidentified parent is revealed by a third party, the mistrust between parent and child may become even more pronounced. While the non-disclosure of the father can result in negative dynamics within the family. Children frequently have a curiosity in who their fathers are, especially.

The implementation of standard moral ecology in education can bring up confusion because it embraces a vast tribal-regional cultural and empirical literature and belief. Thus, it can be said that what is accepted in one of given region (ecosystem) or culture can be accepted or considered or rejected as taboo. Moreover, in the country of diverse culture and races such as South Africa as a country of multi-languages and culture it is acceptable for some culture to call by the name a parent or point a finger on adult when addressing an issue peacefully while for other culture that is not acceptable. Also,

it is acceptable for other culture to walk half necked in front of children even a son or daughter in law while for other culture it is an abomination. Hence fourth, the philosophical implication of Moral ecology can in turn be a poignant spear on the Public Management of community and the school curriculum that cannot deprave moral behavior of schooling children in their endeavour. In light of direct and indirect influences of the ecosystem it is important to suggest that both physical and child moral development attainment is often individual. In this process, these influences can be either positive or negative.

Lubadi 2017), articulated in the same vein that Bronfenbrenner ecological theory stressed that the child community including their home, School, Church, neighborhood, culture including government can influence the child lifespan development. In light of direct and indirect influences of the ecosystem it is important to suggest that both physical and child moral development attainment is often individual. In this process, these influences can be either positive or negative.

Moreover, he Bronfenbrenner (2008) alleged that a child who liaises with organization in the micro-systems can possibly be influenced by it especially in the micro-system, exo-system, and macro-system and in the Chrono-system. Importantly, the child development depends on the interaction of the ecological systems such as the exo-system, the macro-system and in the Chrono-system. Therefore, it can be noted that individual infancy is often in need of Eco systemic system for both spiritual and physical growth. For this reason, when infancy seems to be led or being brought up in one or within one or two without the others, its future can be wheel of helplessness source of critical problems in life. Thus, schooling child helplessness stage of life can result in both psychological and emotional crises. Schooling child lives in crime related society as well in a child and women family there is much opportunity that can influence the child to be born at the very first days of birth to be groomed and grow as a morally born citizen. Maphalala and Mpofu (2018), to be a well round citizen when she/he is brought up by teacher and parents who have in mind and practices of good core values and quality education from the child's early training time.

2.13 Teachers, children, and Quality learning subject in Education

2.13.1 Quality Education

In 2000, the World Education Forum emphasized imperatively on the need to attain education for all, however, more to that was the need to accomplish quality education. According to Dakar Framework for Action, Article 7, World Education Forum, 2015, the Forum predominantly highlighted the recommendation to, "Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all - especially in literacy, numeracy and essential life skills, (Rosa and Tudge 2013)".

Considering recommendations in the Dakar Framework for Action and conventions such as that of the Rights of the Child, it then becomes imperative to conclude that education is for everyone and that everyone should receive not only education but quality education. Educationists and other field researchers acknowledge quality education system to provide all with a wide-ranging and complete education that will prepare for political, economic, and private and public life. In Zimbabwe, this desired level could be easily attained without any racial, gender, languages, societal and political distinctions (Wimmer 2015).

In the same vein Lubadi (2017) allege that the DRC constitution 2006 Art.13 (1) assert that “no Congolese person may, in matters of education or access to public functions or any other matters, be subject to any discriminatory measure, whether resulting from a statute or from a measure of the executive, on the ground of his/her religion, family origin, social condition, residence, views or political convictions, or membership of a certain race, ethnicity, tribe, cultural or linguistic minority. The absence of women in most of DRC’s social structures and economy in one way or another can negatively affect the society and reduce the number of female students admitted for formal education. For instance, although rich in natural resources and mineral wealth, the majority of rural girls/women in DRC seem to be the most obstructed in quality education in the world”.

Quality education is discussed from various perspectives by different reports and publications around the world. It is imperative to discuss in brief what this paper considers as quality. Morgatroyd and Morgan, (2014) paraded three definitions which they assume explain comprehensively what quality means. The definitions obviously are in a limited sense exempting other factors that can be included to constructively define quality in other fields of study.

However, this study considered Morgatroyd and Morgan where quality can be:

- “Quality assurance refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets this standard;”
- 2) “...contract conformance, where some quality standards have been specified during the negotiation of forming a contract;”
- 3) “Customer-driven quality refers to a notion of quality in which those who are supposed to receive produce service and make explicit their expectations for this product or service and quality are defined in terms meeting or exceeding the expectations of customers.” The authors Morgatroyd and Morgan,2024 further argued that quality concept is experiencing an evolution from what has been adopted as “quality assurance “to “contract conformance “and critically to a “customer-driven “standpoint. Nonetheless, the drive for “*Innovative Assessment for Quality Education*” in Zimbabwe calls for a progressive facet of dialogue on how to define quality in education to ascertain whether quality is only a matter of learning things well or need for quality innovative assessment that leads to quality education bearing in mind Morgatroyd and Morgan’s definition of quality education. It may also be argued crucially the need to proactively discuss what you learn in the context of quality. Conclusively one may then say quality is to learn the correct things and to learn them well. To this end, it is imperative to take a closer look at the existence of precepts of quality education in the Zimbabwean education system.

2.13.2 Quality education precepts

When thinking about the quality of education it is useful to distinguish between educational outcomes and the processes leading to them. People who seek particular, defined outcomes may rate quality in those terms, ranking educational institutions according to the extent to which their graduates meet ‘absolute’ criteria concerning, for example, academic

achievement, sporting prowess, musical success, or pupil behavior and values. The standard of comparison would be in some sense fixed, and separate from the values, wishes and opinions of the learners themselves. By contrast, relativist approaches emphasize that the perceptions, experiences and needs of those involved in the learning experience mainly determine its quality. Drawing on a business analogy, 'client orientation' in education puts strong emphasis upon whether a programme fits its purposes in ways that reflect the needs of those who use it. These different emphases have deep roots and are reflected in major alternative traditions of educational thought (Morgatroyd and Morgan, 2014).

2.13.3 Quality Education in the Humanist Tradition

Standardized, prescribed, externally defined or controlled curricula are rejected. They are seen as undermining the possibilities for learners to construct their own meanings and for educational programmes to remain responsive to individual learners' circumstances and needs. Reason being, education set should be related to both the nature of learning subjects and the natural fashion of the favourable child lived and used arena. In light of quality in the Humanist Tradition and the way teachers and the Department of Education should motivate LO curriculum in public schools. It would be important to consider first of apartheid past hounds in relation to the new dispensation of South Africa.

Moloi (2014), in the same vein alleged that the South African conceptualization of the Higher quality education mechanisms is even challenged beyond the socio-economic past realities led by race and gender inequalities in light of how quality assurance can be challenged and applied equally and same measurements and standards among all higher education institutions. The role of assessment is to give learners information and feedback about the quality of their individual learning. It is integral to the learning process. Self-assessment and peer assessment are welcomed as ways of developing deeper awareness of learning. The teacher's role is more that of facilitator than instructor (Lamanga,2012). Social constructivism, while accepting these tenets, emphasizes learning as a process of social practice rather than the result of individual intervention.

2.13.4 Quality Education in the Behaviourist Tradition

An inclusive Life Orientation (LO) educational program based on their Positive Behaviour Support (PBS) model was devised and tested for success in the South African setting since learner problematic behaviors are a significant factor in their exclusion from schools. Curricula that are standardized, externally defined, and controlled, built on predetermined goals, and defined independently of the student, are encouraged. In comparison to pre-established assessment standards, assessment is considered as an objective measurement of learnt behavior. Exams and tests are viewed as essential components of education and the primary tools for designing, implementing, and dispensing rewards and sanctions. As the professional in charge of managing stimuli and reactions, the teacher guides learning. Favored incremental learning tasks are those that help learners' minds form the desired associations (Haque,2011).

CONCLUSION

This chapter addresses the topic of "the Effect of Moral Education on students at selected secondary school in Durban," this chapter did analyze pertinent material. This chapter has discussed various moral principles as well as the benefits and drawbacks of moral transgressions in both the community and the classroom. The government's position on moral behavior empowerment for school-age children was then presented, showing that it was opposed to laws relating to drug consumption and commercialization as well as the potential negative effects on children's behavior, education, and employment as well as the community's perception of drug legalization in South Africa. At DUT, the issues emphasized in the qualifying ethical criteria and the school/industry policy serve as the guidelines for work-integrated learning. Following that, it discussed working conditions and the duty and function of the students in their endeavor. Finally, it presented the section of the Employers' views on the WIL student program advancement followed by the theoretical framing of the study. Finally, this chapter is an attempt to present a succinct review of current literature on the opportunity and the challenges of moral education at Bechtel High and school in Kwazulu-Natal.

CHAPTER THREE

3.1 Introduction

3.2 The road to current teaching, learning and the assessment practices in South African schools.

In this study, the existence of drug user schooling children in society as per se is not only questioned rather it is also questionable to confirm even by parents and teachers of children who are involved in drug usage in decriminalization's drug era. The previous chapter introduced literature review on Moral Education in South African Public school: Opportunities and challenges. The purpose of educating a child is in one hand protective and humanitarian placed at the heart of the study of the UN Convention on the Rights in favor of the Child known as (CRC) related to the human right related to the human protection against drugs.

First, the UN convention stressed in Article 33 on child protection of the child against drug abuse asserts that all parties engaged in this convention which informs parties on how they could align their legislative, administrative, social, and educational measures. Secondly, 33 Article on UN drug control convention which underlines conventions affiliated to it such as:

- The 1961 convention on Narcotic (single Convention).
- The 1971 Convention known as Psychotropic substances and,
- the 1988 Convention on illicit Traffic and the Narcotic Drugs and psychotropic substances known as Vienna convention (Barrett, 2017)

Drawing to the preceding arguments, the study focused mainly on moral education and the analysis of drugs and alcohol physical and psychological exposures in the life of schooling children in a free consumption nation. However, due to ongoing growing misbehaviour, alcohol and drug abusers among schooling learners at school and at home. The new face of teaching and learning beyond 1994 reveals the of quality education that focused on the inclusive education, trained and well-equipped teachers, learner-entered curriculum and adaptation to their needs. In the same vein the Commonwealth Hub, 2016 assert that quality education is often embedded with procurement of trained facilitators/teachers, the focus on children empowerment, good equipment and facilities with relevant curricula the support both the family and the community. Long-term resistance to the outdated apartheid curriculum has been fought in South Africa. The new curriculum was influenced by the new constitution, Act 108 of 1996, which carried out its values stated in the Preamble to: improve the quality of life for all citizens and the empowerment of individuals in accordance with the will of the people for the nation's unity (Rooth 2005). To there have been several curriculum changes in South Africa, the outcomes of teaching and learning should be accompanied innovative methods and methodologies such as program and plan, assessment/evaluation and the

implementation expressed in the form of vital outcomes. Innovative assessment can be considered as one of forms or method of assessments, which brings something new or tries to do something different in an educational context (Hernández 2007). Even if not all the new assessment techniques are new inventions, all are aiming to improve the quality of student learning, engaging them actively in a feedback and adjustment cycle that encourages deep learning (Shaukat 2013) observed that:

“Innovation in education has generally been taken to mean a planned or deliberate process of introducing change, directed towards (but not necessarily achieving) improvements or solving or alleviating some perceived problem. Such changes may be new to a person, course department, and institution or education system. An innovation in one situation may be something already established elsewhere, but its importance is that initiative takers and participants see it as an innovation in their circumstances.”

Thus, assessment is innovative when it incorporates prompts that are more complex than is typical in a written test, such as hands-on materials, video or multiple types of materials; offers different kinds of response options, such as collections of material (portfolios), or interactions with computers, and therefore requires, more sophisticated scoring procedures, or is delivered in an innovative way, usually by computer. Whereas the computer language as one of learning language barrier is not an African native language thus, for children who get in touch and exposed to studying with the computer using its language they can be much disadvantaged. The key element of total quality management approach in educational training cannot be evaluated without the idea of reaching its implementation without carrying out an appropriated evaluation/measurement. For this reason, the DBE introduced the National Curriculum Statement (NCS). National Curium Statement known as NCS, 2006 as a critical study of Grade 10-12 LO curriculum learning subject was prepared to set up Learning Programmed guideline which leads to Learning Outcome. Moreover, the attainment of Learning Outcome is relational because it involves six elements in I relationships between the teachers, learners/students, parents and the government as it encloses also the community. Importantly, it can be said that a less participation or poor approach change of one the above six elements can impact negatively on the expected educational Outcomes. Much of the momentum for change in assessment in education stems from the widespread recognition that, quality is not just a matter of quantified learning outcomes but also a matter of holistic view of the learning process, where personal perceptions and reactions to learning situations have a central role. Traditional forms of student assessment are focusing mainly on the quality of end products of the education process, ensuring the validity of a course degree, which is the external recognition of a qualification that is wanted by universities, employers and individuals (Sarwar 2016)

Although assessed essays and closed examinations are frequently criticized by the students as being artificial, pointless, misleading, unfair, at the same time they prefer them because they are familiar and less time-consuming. In Higher education or secular education on the base of programs credential, length of program as well as satisfactory progress have been set up an assessment model which set up the conditions of both academic and financial eligibility under the so-called Title IV financial aid eligibility led by the Department of Based Education of South Africa has. For this reason, any innovative assessment that is not sustained with required tools is type of one who an elephant under the Sea. The lack of required school equipment as well as the right and unique textbooks endorsed by the government for both primary and secondary school will continue to create an imbalanced acquired knowledge among schooling children in the country. Whereas in primary and secondary schools also the financial issues arise with critical stand related to the use of LO textbooks in the whole South Africa schools. The attainment of the right to Education and knowledge is acquired through teaching and learning in the South African schools under the Department of Basic Education administration.

Whereas Education and knowledge are thus drawn from the numerous textbooks that has been endorsed for substantial use by the schools according to school affordability of the cost and choice related to schooling levels. The choice and affordability related to the textbook procurement depend on the fact that there are numerous textbooks that have different authors, topics and contents for similar grades. Therefore, the existing and usage of numerous textbooks with different contents, topics and authors for similar grades can be very critical and expressing injustice for the poor who cannot afford to buy all the versions. McKaiser, (2015), in support of the idea assert that the fact that there are several textbooks to be used for teaching in classroom schools are buying and using the one that are cheap even the textbook content is not considered for this end. With regard to moral education through Life Orientation, it is possible to contest the moral domain theory within these multiple textbooks that have various authors, topics, and contents. Considering the textbooks' approach based on their cost-effectiveness rather than its worth, level of study, and educational impact on the development of a child's moral character.

For example, one can question if today the racial moral education divider has been addressed within the South Africa LO textbooks the study level. Also, the second question can be related to the educational impact of the actual government endorsed LO textbooks on the teaching of African general knowledge considering the social historical and geographic past of black, whites and Indians people. Crime, a high rate of crime, racism, divorce, and ethnicity continue to be important issues in South Africa. It is crucial to look for and discover solutions to protect the country from these threats. Along similar lines in the South African History Online ,2019 (SAHO) argues that under the divider apartheid law stressed as the Population Registration ActNo.30 of 1950 South Africans were racially divided in three main groups made of Whites, Natives (Blacks) and Indians (including Colored (people of mixt race). In this imbroglio caused by the apartheid, many events happened against the majority population social, economic and geographic knowledge teaching and learning.

Even though that the whites' population of the Cape Colony tried and others to write the natives history it is seems like that native's deeds and heritage lost its genuine heritage. I am not the only one who can confirm it is a pity that many South African students to knot study history and geography of the own Nation. In fact, if a graduate from any nation does not know its own history, geography, is there any difference between her/him and a person who does not know about who he/she is?

In this approach, can the use of Moral education teaching as unique subject be useful which is supported with teaching and learning both the past and today's social economic historic and their geographic issues of their country and the world? Innovative assessment tools and strategies have the potential to shape the quality of learning process without overlooking the needs of the learner to provide readily accessible and comparable results for external stakeholders (e.g., administrators, teachers, parents and employers). According to Coombs, (2010) students generally think innovative assessments are interesting, worthwhile and help them to learn, but their behavior is affected considerably by their perception of what the assessment requires or by other factors such as their reasons for being on the course. Moving away from single test-scores towards a descriptive assessment based on a range of abilities and outcomes, innovative assessment methods have sparked debates concerning critical parameters of effective assessment such as fairness, validity and reliability, workloads and applicability in large student cohorts. Although these core parameters are always causing tension among academics in traditional institutions, it is under the pressure of the shifting paradigm in assessment that these issues need to be addressed systematically.

3.3 The need for fundamental change in current teaching, learning and the assessment practices

In the SADC region and other countries across the world educational reforms including the assessment approach have been critical and need to be prominent for the better outcomes in education. In this struggle, the South African Department of Education is not the only one looking for a shifting paradigm resulting into fair assessment of LO and other learning subjects. In the search of an acceptable shifting paradigm in assessment in neighbouring Zimbabwe's Education Zimbabwe. There have been studies which point at the need for educational reforms in Zimbabwe and other African countries. These educational reforms may be wider ranging than focusing on assessment, but re-thinking assessment forms part of a larger drive to effect change across the planning, curricular and quality reforms (Kanyongo, 2005)

The assessment practices in South Africa, has different forms which is either through writing, physical or verbal practices. These practices have been changed several times since 1994 so that the learning and teaching program can be implemented or experienced according to the intended policies.

3.3.1 General reasons moral for change

The reasons for moral change can take ground with the needs changing gradually and positively the initial behavior into a situation. In past apartheid and colonial's time whites and Africans could not share foods and public arena but, today with the gradual change of mentality, morality and attitudes people can set up strong relationships and share whatever is in their possession. However, it is true and acknowledged today that the path of human morality changes over time and places. Therefore, whether the path of human morality changes over time both child and adult's morality and attitude have not changed because, everyone is out against today's critical behavior. Change is Influencing variables come in many forms, just like most development-related issues. Intimate elements like family, peers, and society have a significant impact on moral growth. Changes in cognition, emotions, and even neurodevelopment are intrapersonal elements that affect moral development. The mix of human behavior and behaviors can be used to predict an individual's characteristics. It is commonly known that how well children understand and demonstrate moral ideas is influenced by their relationships with their parents, caregivers, and classmates. Researchers have mostly employed social domain theory and socialization/internalization theory to investigate how interpersonal interactions influence children's moral development (Grusec & Good now, 1994; Kochanska & Askan, 1995; Kochanska, Askan, & Koenig, 1995, Turiel, 1983; Smetana 2006)

Haque, (2011) points out that 'a new approach is needed that addresses current concerns while making use of existing and new technologies and methods.' Whilst modern societies have dramatically changed with the advent of technological changes and the development of information technology systems, most schools still rely on teaching according to an out-of-date information transmission model. This in turn has led to a focus on developing assessments that fail to address the needs of today's learners and the modern, complex and globalized societies that they are a part of.

Whereas, South Africa has several curriculum changes and reforms since 1994 to liaise with the inclusion of every citizen, South Africa has had many curriculum reforms since 1994. There have curriculum changes in South Africa that have been accompanied with curriculum assessment methods and programs. However, there is a dearth of knowledge about the nature of the envisioned graduates, especially with respect to social challenges

3.3.2 Specific reasons for assessing students differently

When questioned, learners tend to be very much aware of a range of ways of learning and the various kinds of information that they need to be able to acquire in today's societies. However, learners often do not see this range of information and variety of ways of learning reflected in their classrooms, which tend to focus purely on the acquiring of

'textbook' knowledge instead of focusing on the development of skills for learning and getting information from a range of resources. Accordingly, assessments tend not to be designed as assessment for learning, but as assessment of learning (Dhali,2014). Whereas, assessment for is designed specifically and practically for teaching and learning to reach the learning subject Outcomes. According to Kabir, (2016) in other words, assessment systems tend to be summative and not formative. These assessment systems do not allow learners (and their teachers) to develop a clearer understanding of how they can improve in their learning. Instead, they tend to be considered as an endpoint instead of a beginning or a step forward.

3.3.3 Why teachers need help with changing assessment systems

The issue of whether teachers need help with changing assessment systems in teaching learning subject especially LO is that teachers know the psychological and physical needs of learners throughout teaching and learning. On these grounds, we can argue that teacher's psychological and physical knowledge of the students or learners' needs can thus enhance the classroom management and discipline. The concept related classroom management skills and its effectiveness depend on both the chronosystem related to the time of event; teacher personal ability embedded with her/his self-sufficient and daily teaching skills development. Likert and Resins, (2012) argued that teachers' daily jobs are regulated by the environments and as part of this assessment practices and rules that they should adhere to enable learners to pass exams as prescribed by the education systems. Currently, teachers have very little choice but to teach according to these existing assessment systems due to a general focus on assessment of learning instead of assessment for learning. Assessment for learning are assessment systems that allow both learners and teachers to gain information about learning progression. This enables teachers and learners to plan future learning appropriately. The current focus on assessment of learning leads teachers to teach for the exams instead of teaching for learning.

At the same time, current practices tend to prevent teachers from putting more integrated assessment systems into practice that focus on assessment for learning. Teachers cannot implement these changes on their own (Nunnally 2015). Instead, the development of assessment systems for learning requires the will of policy makers to develop, pilot, review and implement changes in current assessment practices. Considering LO learners seem to take this learning subject lightly because even though being compulsory. Most students attending LO are complaining of being forced to do easier and almost yearly repeatedly Physical Education (PE) tasks and assignments. Whereas teachers and learners about OBE and the assessment system changes which occur times to time in the South African education system is one of blow which undermine the psychological and moral behavior of learners.

These changes require time and commitment from policy makers, educational experts, and teachers to achieve the overall goal to improve assessments to improve learning, thus attaining quality education. Therefore, any advancement in quality education is subject to brain and cognitive faculties and mental engagement of individual teacher and learner. According to Sanders, three elements of cognitive development (reasoning, exploring options, and thinking theoretically) that take place during a child's development during adolescence constitute mental engagement for adults (2013).

3.3.4 Advances in brain and cognitive science

Recent research in brain and cognitive science provides a second major impetus for shifting the nation's schools away from a single-minded focus on current testing models and toward performance assessments that measure and encourage deeper learning. Of importance is recent research into the malleability of the human brain Sabur, (2012) which has provided strong evidence that individuals can improve many skills and capacities that were previously thought to be fixed. Intelligence was long assumed to be a single, unchanging attribute, one that can be measured by a single test. However, that view has come to be replaced by the understanding that intellectual capacities are varied, multi-dimensional, and can be developed over time, if stimulated to do so. One critical finding is that students' attitudes toward learning academic material turns out to be at least as important as their aptitude (Nunnally 2015).

For generations, test designers have claimed to be able to identify students' "true" ability levels, to steer them into academic and career pathways that match their natural talents and capabilities. But the reality appears to be that, far from helping students find their place, such test results serve to discourage many students from making the sorts of sustained, productive efforts to learn that would allow them to succeed in a more challenging course of study.

Recent research also challenges the commonly held belief that the human brain is organized like a library, with discrete bits of information grouped by topic in a neat and orderly fashion, to be recalled on demand (Sabur, 2012). In fact, evidence reveals that the brain is quite sensitive to the importance of information, and it processes sensory input largely by determining its relevance said Nunnally, (2015).

Thus, the longstanding preoccupation with breaking subject-area knowledge down to small bits, testing students' mastery of each one, and then teaching those bits sequentially, may in fact be counter-productive. the National Assessment of Educational Progress (NAEP) as it is now in the South African teaching and learning LO should not be considered as a great achievement of the LO aims rather, the true testing of the LO learning child should be seen through the aftermath LO learner's behavioral results and the new daily lifestyle. Rather than ensuring that students learn systematically, piece by piece, this approach could easily deny them critical opportunities to get the big picture and to figure out which information and concepts are most important. When confronted by a torrent of bits and pieces presented one after the other, without a chance to form strong links among them, the brain tends to forget some, connect others in unintended ways, experience gaps in sequencing, and miss whatever larger purpose and meaning might have been intended.

Likewise, when tests are designed to measure students' mastery of discrete bits, they provide few useful insights into students' conceptual understanding or their knowledge of how any piece of information relates to the larger whole. The net result is that students struggle to retain information (National Research Council, NRC, 2002). Having received few cues about the relative importance of the given content, and having few opportunities to fit it into a larger framework, it's no wonder that they often forget much of what they have learned, from one year to the next, or that even though they can answer detailed questions about a topic, they struggle to demonstrate understanding of the larger relevance or meaning of the material. Indeed, this is one possible explanation for why scores at the high school level on tests such as the National Assessment of Educational Progress (NAEP) which gets at students' conceptual understanding, along with their content knowledge have flat lined over the past two decades, a period when the emphasis on basic skills increased dramatically Nunnally, (2015). Ideally, secondary-level instruction guides students through learning progressions that build in complexity over time, moving toward larger and more integrated structures of knowledge. Rather than being taught skills and facts in isolation, high school students should be deepening their mastery of key concepts and skills they were taught in earlier grades, learning to apply and extend that foundational knowledge to new topics, subjects, problems, tasks, and challenges. To provide this sort of instruction, teachers need access to tests and tools that allow them to assess far more than just the ability to recall bits and pieces of content Sabur, 2012. Because of not focusing only on reaching out just the ability to recall bits and pieces of content. For LO teachers 'side I also realized that there have been critical issues regarding equipping Life Orientation teachers intellectually and useful teaching helping tools. If teaching LO is not a natural gift rather, it needs an adequate number of trained experienced and passionate teachers. Therefore, personal experience of teaching simultaneously both at Bechtel High School, Sparks Secondary Season Academy and finally in the KwaZulu-Natal province has inspired me and made me aware of some of learners' negative attitude of not being interested of learning Life Orientation for moral formation. The inconsiderate attitude of learner toward can result from the low rating of the LO curriculum in comparison to the other

learning subjects which learners can continually study as modules at the secular levels. Or else, LO curriculum seems to be one of easiest learning subjects that ends only in Grade 12. For this reason, LO curriculum can be said as one on discontinued and disinterested learning among other subjects. Rather many learners were seemed to be only interested in getting higher marks than skills. In fact, I realized that LO disinterested learners became a threat the classroom activities progress therefore became a serious disruptive factor for other learners. About daily threats and dangers created by some learners in school. Therefore, it is very important to remind the most disinterested lesson's learners do their best to influence weaker learners through bullying gestures so that they can be part of their disruptive groups. It is advised that school learners avoid at all costs to stay with friends in an isolated corner of the school. The reason why they should avoid any quiet isolated corner is that they can be victims of bullying and peer pressure as most learners seem to live in a time of a 'generation in danger (GD)'. The GD era is characterized with the advancement of technology at a high speed that the world ever experienced; It is also characterized with nation factions, political uncertainty, the fast infection and spread of the HIV/AIDS and the advent of other new unknown infectious sickness which shorten life. The delicate state of all these disasters is that they impede the education systems and values, marriage and work process thus, it makes difficult for the youth to get married with a partner of their choice; the DG era is manifested in the daily steps of life especially in the street or one the way to school and work. Especially, when a child cannot either listen to what they have been taught by both teachers and parents in this HIV and AIDS era it can be dangerous for the entire society. It has been said that in most case LO attending learners are the one causing insecurity threats in their own schools' teachers and homes or against their immediate environment. Thus, how do learners and teachers value the LO Curriculum statement? Why should a LO learner who is informed more than others behave in some disruptive manners if it is expected of her/him a peaceful environment which uphold responsible manners and character?

In addition to this, LO learners are supposed to be skilled physically and morally after every given lesson. Given to the centrality of this issue the Life Orientation Grade 12 learners' Portfolio Guidelines emphasizes at the first instance on the joint importance of the teacher and learner working as a concerted drive. Teacher and learner concerted actions on the portfolio focuses on the assessment of the 12 assessment tasks required for each learner. The main theoretical premise behind the achievement of the 12 tasks in LO is in line of developing the learners' skills in both research assessment (Task 1), Investigation skills (Task 2), Test presentation (task 3), the physical activities (Task 5) and the Moderation Process and tools. The latter is made by external teachers on learners' tasks and the ability of teachers' ways of CAPS implementation. Indeed, to this end, the LO orientation tasks execution by learners seems to present a pitfall regarding the completion of Tasks 1, 2 and 3, DBE, (2011). In fact, if the Department of Basic Education (DBE) is keen to offer an opportunity to learners through LO that develops useful skills. Arguably, it would seek a better way of introducing practical professional skill task which empower learners with internship at an early stage of training (e.g., Gr.10 onward) offered in their spare time in both hand in hands with private and public companies that offer related skills considering the individual learners' future career.

Three first years are allotted to each learner in accordance with Spain's education's focus on empowering high school students' skills for citizenship and human rights. Education for citizenship and human rights is also introduced in the third cycle of primary education (10-12 years), in the first three years of compulsory secondary education (12-15 years), in the fourth year of compulsory secondary education as "Ethical and civic education," and as a common subject for all types of post compulsory upper secondary education (16-18 years) under the title "Philosophy and citizenship" (Reddy, 2017). Moreover, " the reform replaced it with civic education components as an addition to social science instruction in the final three years of compulsory school (for students of 12, 13 and 14 years of age). When the democratic Spanish constitution was adopted in 1978, civic issues were given a lot of attention.

These would be covered in a course named "Ethical and Civic Education," which has the overt goal of teaching pupils about democratic principles and attitudes. This is why topics like cohabitation, human rights, the constitution, international organizations, and political engagement were incorporated in the curriculum. This curriculum offered citizenship education within 50 hours in primary school and 35 hours in high school compulsorily. with focus on:

- 1. Persons and interpersonal and group relationships
- . Life in the community
- Living in the society

In other words, the full set of learning is subdivided in the first three years of compulsory education into five blocks or aspects known as:

- Personal relationships within a pluralistic context
- Civic skills
- Systems for the protection of human rights
- The structure of the country and;

- Citizenship in a global world "Sánchez,2020

Arguably, it has been observed that during the year some unskilled LO teachers are unable to teach some sport skills such as, soccer, basketball and hand ball then living the other sport aside for good during all year. This is to show that there are many unqualified teachers in the whole range of sports because most teachers seem not be taught how to play most the existing sports and games. The current research does not appear to validate that only playing soccer, basketball and hand ball is not good for health fitness. Rather, it is one of question to ask why much of LO learning area do not teach other sport disciplines such as Rugby, Hockey, Table Tennis, Baseball etc. There is overwhelming evidence for the notion that if the university did not offer a given sport skill to a trainee teacher it creates a pitfall down the line, and it is only learners who will pay the price. Consequently, most LO teachers trained who are compulsorily teaching also the Physical education (Gymnastics) have a wide range of limitation either to teach the other sport lessons that they never been taught in or practice. Thus, any limitations can dress up a map of lack of opportunities for these teachers to apply for the PE post or teach those lessons if they are employed in each school. For both moral and physical education, it would be also difficult for a teacher who is not equipped both with knowledge and resources empower schooling children accordingly.

3.3.5 Declining resources

Just close by the South African Border Government funding per student has halved or even below in real terms over the past fifteen years in Zimbabwe. An increasing proportion of the remaining available resource has been allocated to administration, meeting quality assurance requirements, to earmarked national initiatives and to ever more extensive uses of information technology. At the same time the total number of students has increased. An inevitable consequence has been that student-staff ratios have also increased. They are now commonly in the range 30:1 to 45:1. As class sizes have increased there have been some economies of scale in teaching (such as through larger teaching classes and 'tutorials' that may nowadays contain twenty-five students) but there have been few economies of scale in assessment. Assessment costs usually increase in direct proportion to the number of students. So, as class sizes increase, assessment costs overtake teaching costs. In practical terms, teachers can end up spending more time each week marking than they do in classrooms. In many institutions, the accountancy unit of 'duties' is the 'class contact hour' and this ignores class size. Assessment loads that are proportional to class sizes are often not considered. A teacher may find that she/he has fifty hours allocated to give one lesson a week to a hundred students for ten weeks, and to lead four problem classes related to students/learners' misbehaviour and written papers (paper 1,2and 3 in case of South Africa) each of twenty-five students a week, but no time at all allocated to mark a hundred problem sheets a week or a hundred exam scripts at the end of the course. The study will not focus much on the students/learners who are using alcohol; this study will examine how drug smoking has an impact of the academic results and management of both the classroom and the school in general. Whereas the academic testing transformation can be triggered by both the implementation a site of deep change approaches and the drug addicted user learners. Teachers then find themselves not only with large classes but with no more time to assess the many more students than they had when classes were much smaller. The phenomenon of assessment taking up more time than teaching does not last long as it is quickly followed by radical surgery to the volume of assessment and the volume of feedback, in response to the lack of academic time available to do the job properly (given the duty allocation systems used). Even where the proportion of academic time allocated to assessment has increased, the time available per teacher to assess an individual student's work will often have declined to a small proportion of what it was twenty years ago. Not even library facilities or class contact has suffered, as resources have declined, to the extent that assessment has suffered.

3.3.6 Increase in number of compulsory subjects taught and assessment

A consequence of the increase in number of compulsory subjects taught is that summative assessment should take place more frequently. The total volume of summative assessment may have doubled as a direct consequence of this increase, without any increase in staffing, and this put pressure on finding more cost-effective assessment methods or simply cheaper methods regardless of their effectiveness. Tests of memory under examination conditions and objective tests and multiple-choice question tests, on- or off-line, are much more common as a result. Another consequence of the shorter length of study units has been that there is little time for students to gain familiarity or practice with material or skills before they are assessed. Turning feedback round in time to be useful to students before the module is finished can be difficult. 'Early' formative assessment may mean halfway through the course.

3.3.7 Futuristic Policies in Assessment

Futuristic policies in assessment ultimately aim at making assessment part of the curriculum that is assessment to be considered as learning not testing. Futuristic policies may be regarded as integrated assessment systems. Rethinking assessment in this manner does not exclude assessment of learning, i.e., summative assessment, but it aims to combine both formative and summative assessment as two different ways of 'testing' learners, whilst giving both learners and teachers insights into the learning processes at work.

Therefore, according to Ahmed, 2022, Development of Integrated Assessment Systems (IAS) is required to enable the creation of Assessment for Learning as described above. Teachers and students would both profit from integrated assessment systems (IAS). Performance-based assessment is also incorporated within the futuristic and sustainable skills development, which is one of projects -based assessment. Here learners create an end-product and are challenged to synthesize knowledge and apply skills to a potentially unfamiliar set of circumstances. Even though that parents and schools are working hard for children's learning development, moral behavior seems to tend on the decrease. Because of moral degradation among the youth there has been recently an increase of incidences in school that involved learners who carried dangerous weapons, dangerous substances and several more being under school disciplinary attention in the KwaZulu-Natal schools.

There are numerous reasons behind school learners' misbehaviour attitude both in school and at home. Though, the problem of undisciplined and misbehaving learners at Bechtel High school is not different from any other multiracial schools in South Africa. The study being qualitative research, the researcher has thought of not emphasizing on statistics issues. Whereas, traditions and culture differ, the way of bringing up children too. Especially with the new law that has been enacted by the South Africa to decriminalize the planting and usage of cannabis by adults as for health reason may be critical issue pertaining children behavior.

The increase of crime and unbecoming behavior among Life Orientation taught children in the eThekweni Municipality

precisely at Bechtel High school has led us to the interest of conducting this research study. Indeed, unbecoming behaviours among schooling youth seems to be in the rise in the eThekweni schools while, it has become also a critical issue at home, in the community and South Africa. This critical issue tends to force parents and local authorities to think that may be children in the eThekweni Municipality are getting involved into drug abuse and high-rate consumption of alcohol. Arguably, it is often said that people who are involved into drug abuse and high-rate consumption of alcohol can easily commit crimes and misbehave as they often lose control when the strong substances are still working in their bodies. Sadly, the worrying rises in women gender violence crimes and misbehaviors in South Africa and particularly in eThekweni municipality is also worrying both the South African government and the whole African continent. "The high percentage of South African youth who did not finish high school is another indicator of the country's high levels of violence. Crimes in South Africa are divided into four main categories as a result:

- assaultive behavior
- robbery
- Robbery/
- sexual crimes;
- sexual violence

Using the information from the previous analysis, further research revealed a favorable correlation between gang membership and robbery in support of this idea, there has been reports that Cape Town surpassed any city Nationally in murder's crimes with higher figure of 66 per 100000 followed then by Durban with 36 (35.9), SAPS 2017 (Singh, 2019)". As a result of this study, an examination and investigation of students' and teachers' experiences with teaching and learning Moral Education (ME) within the Life Orientation curriculum in public schools in the eThekweni Municipality will be set up in light of the ongoing rise in crime among children who are being taught this curriculum in South African schools. Teaching Moral Education (ME) as part of the LO curriculum in public schools in the eThekweni Municipality can therefore take into consideration the use of suitable educational initiatives that are crucial in reducing crime in South Africa. Indeed, crime prevention and alleviation within the local community through teaching and learning LO curriculum can result in the need of both parents and teachers to seek and bid for the youth's pragmatic and vital skills. Therefore, due to the stressful situation often caused by children both in school and home, seemingly most parents and teachers seem to have lost the classroom management skills and the childcare with misbehaviour attitude.

The implementation of Integrated Assessment Systems (IAS) would allow teachers to (Birenbaum *et al.* 2006):

- Spend time focusing on developing the teaching of the curriculum instead of teaching to the test.
- Spend less time with the preparation and/or administration of assessment (e.g., GCSE, A-level, end of year exams, etc.).
- Get useful information about individual learners' progress from Integrated Assessment Systems, i.e., through formative assessment modes.

The implementation of Integrated Assessment Systems (IAS) would allow learners to:

- Test themselves both independently and/or as directed by the teacher when appropriate to review progression.

- The implementation and use of IAS would be less and less viewed as 'tests' and gradually become part of a 'task set'. This could be extremely beneficial to motivate learners.
- The implementation of IAS would allow learners to get information about their individual learning progression, i.e., Allow for formative (self-) assessment.
- The development and implementation of IAS would contribute to developing learner autonomy and the development of problem-solving skills.

What could Integrated Assessment Systems look like?

Integrated Assessment Systems are not entirely new but are currently being developed in a range of areas and settings. As a general vision of an IAS, it is useful to outline some generic features. The description of these generic features is adapted from (Sabur, 2012).

Key generic features (Birenbaum *et al.* 2006):

- IAS serve a dual-purpose assessment for learning and assessment of learning.
- IAS address the needs of both learners and teachers.
- IAS contain a built-in mechanism for quality control.
- IAS make use ICT, that is, e-assessment systems
- IAS are informed by research findings, piloted, evaluated and revised according to learner and teacher needs.
- IAS promote a deep approach to learning and conceptual understanding and therefore address the needs of today's knowledge and information societies.
- IAS consider factors affecting learning outcomes such as intellectual abilities, use of resources, learning opportunities, assessment modes, approaches to learning and views of learning.
- IAS are economical as they reduce the burden on overstretched examining organizations.

Requirements for implementing an Integrated Assessment System

To implement Integrated Assessment Systems (IAS) which reflects the key features outlined above it is necessary to develop new policies that support the cognitive and the child's moral behaviours' development of such IAS. Such policies would need to include:

- Changes and/or adjustments in initial teacher training and continuous teacher training to develop IAS.
- Promoting IAS in the educational community at large to develop broader acceptance of such IAS.

- Promoting IAS by policy makers and administrators to implement such changes in practice.
- Promoting IAS for and by the 'testing industry', e.g., exam bodies and educational publishers.
- Changes in module content stressing directly moral education matters, the human rights, the child's obligations, exam materials and in exam formats (Birenbaum *et al.* 2006).

The Integrated Assessment Systems (IAS) can be complicated for immature and unexperienced educators is by the way critical because of multiple system of testing nature and in light of different learning subjects that have been taught in the classroom. Arguably, it seems the real test of the LO child learner should be exerted in the daily lifestyle. So, what approach can be used to assess skills empowerment upon the Moral Behaviour of LO schooling learners at Bechtel High schools' skills empowerment upon?

This chapter is an attempt to address the issue of children's moral education exerted through moral behavior in marijuana decriminalized nation.

3.4 IS CANNABIS/MARIJUANA USE FOR MEDICINE OR RECREATIONAL PURPOSE?

3.5 Introduction

3.5.1 The social economic importance of cannabis cultivation and usage from time to time in Africa

Duvall, (2019) allege largely that "Since the 1990s, the global drug control system has started to disintegrate as societies come to the conclusion that drug prohibition causes more harm than good. Cannabis has received a lot of attention from drug policy reformers. By decriminalizing and/or legalizing some forms of cannabis production, sales, possession, and use, several jurisdictions, particularly in Europe, North America, and South America, have loosened their restrictions on the drug. African nations are also taking part in the global movement toward cannabis legalization. Current cannabis economies are plagued by social injustice, political and economic violence, and environmental devastation, both in Africa and elsewhere ". While South Africa is struggling to curb the use of drugs resulting to unprecedented crimes committed by young learners both in schools and in the community. There is an unspoken good side of the use of cannabis which few of us did not have a clear information. On the eve of the liberalization of the use of cannabis in South Africa, the majority of people were amazed, and the government was blamed for wrong doing because it is well knowing that everyone who smoking dagga is morally black listed.

Therefore, the cultivation of cannabis for economic, importation/exportation benefits and health consumption are very benefit for the nation (Tallada 2019). The South African Court has legalized both the use and cultivation of cannabis by adults for personal consumption. While the use of cannabis and other substances seem to be enforcing the rise of crimes and behavior degradation and among adults as well as the schooling youth's behavior degradation.

The South African court has announced the decriminalization of cannabis use by adults in South Africa, (eNCA,2019). In addition, Ally *et al.*, 2021) propounds that A red flag South African disciplinary procedures and "school-to-prison" routes S V. L M and Others was decided by the High Court, Gauteng Local Division on July 31, 2020.

The decision was well-publicized since it decriminalized children's cannabis possession and consumption (an order which has yet to be confirmed by the Constitutional Court). After the Constitutional Court decriminalized the private possession and use of cannabis by adults, this is undoubtedly a big milestone. However, *S v L M* also highlights concerns about the "school-to-prison" paths in South Africa, which may be less widely publicized. Initially, the case centered on four guys and a "dagga cookie." The kids had tested positive for cannabis use in a drug test conducted by the school. Schools in KZN tend to deny admittance to a student or transferring students if they are determined by the school governing body to be people with poor moral character. In light of the ideals of Education for All that South Africa is required to uphold by United Nations agreements, the denial of students with poor discipline can therefore be seen as a violation of children's rights. Inappropriate moral behavior in school can frequently result in school abandonment, an increase in youth unemployment, drug addiction, homelessness and a rise in the nation's inability for social and economic development. This part of the study introduced the study by presenting the field research considering literature on the effect of Moral Education on students at a selected secondary school in Durban

3.5.2 The child and democratic teaching

The thematic of Democracy evoke the people's leadership and voices. The Democratic Education means that the child's voice and freedom in education is taken into consideration by both teachers and parents. However, sometimes on one side teachers or schooling children rights and democracy in teaching and learning has been deterred either by parents or the government. On one hand, it has been traumatic for number of teachers to manage children's disrespectful behavior during and into school yard. As a consequence, it is unfortunate that there are qualified teachers end resigning because of children lack morality. On the other side there are children who are getting poor results because of making wrong learning subject's choice, absconding or leaving their school because teachers abuse or after being r traumatized by school mates. Certainly, the growing child's Moral education cannot be developed in an independent or a societal isolation. Reason being is because, what adults do is often past or their learning past. Acting in line with adults and their learning past reveals that the child moral good or moral decay is a whole of home and community past educational trend. Generally, every growing child has an ecosystem in which she/he is operating while learning from the surroundings home, school, media and the rest of the community.

3.6 Democratic teaching

In education, democratic teaching is one of the ways of teaching that culminates in open communication and the sharing of points of view between the facilitator and participants. Therefore, in public management and economics, democracy is a governing system led by and for the people. According to the Oxford Advanced Learners' Dictionary, "democracy" is a people-governed system of government in a country. Therefore, democracy in education means that the child learner has the right to expression during the teaching and learning process with respect to the school's code of conduct. With regards to Democracy in Education (DE) it does not mean that a child is free of charge even though that the child 'rights should be respected by the teachers and parents. Whereas Democratic in Education and practices requires practices from the teacher, the learners as well as the parents. Thus, there have been mere Public Management cloud between teachers versus learners and the school governing bodies versus the DBE but the place of the father in the child's Moral Education in the majority of South African families seems to be critical.

3.6.1 WHAT IS TODAY'S THE PLACE OF THE AFRICAN FATHER IN THE FAMILY?

The African traditional it is considered that a father has to be responsible and capable to respond to the challenges that each family member is facing. In this context, the father was considered not only a bread winner but rather as a custodian guardian, one of societal influential figures. In contrast, any established social or economic structure of authority over the microsystem might be upset by every male's unilateral patriarchal power. Furthermore, over time, the social and cultural foundation of a child's moral education within a community or macrosystem can be negatively impacted by males' unilateral patriarchal control. It is evident that personal interactions can also exert the influence necessary to bring together unrelated or related elements from the Mesosystems to the Macrosystem in the context of moral behavior's educational influence on the exosystem (or the society).

To a higher extent, the African society mode of moral education of the schooling child has been given a contradictive system power of matriarchal command that is opposed to the former. In some stance, human antisocial behaviours in some societies can be contradictive and considered as deviant while in the others some deviant behaviours for some can be considered as a sign of lack of politeness in society while in other society the same sort of behavior can be considered as bravery. Deviant behaviours can be either biological or psychological deviant actions can result in individual's crime and

psychopathic personality. A parent, who rapes his /her child, acts under biological ant behavior while, an individual who is planning of pocking with a knife or bullying a school matte is under psychological deviance. These two examples denote how schooling children act under deviant and aggressive behaviours either in school or at home can robe the child moral conduct principles. Until about 20 years ago, physical punishment of children was widely accepted on a global scale as an acceptable way to coerce behavior that was conceptually distinct from physical abuse. However, as research revealed connections between "normative" physical punishment and child aggression, delinquency, and spousal assault in later life, this viewpoint started to shift (Durrant and Ensom,2012). Psychopathic is one mental sickness which leads individuals 'anomie that leads them to do crime, aggression or be delinquents. In the same vein crime and aggressiveness all are actions that intent to harm individual people thus, these antisocial ill can be labelled a cause of social distancing and growing youth's deviance. As a rebuttal to this point, it could be argued that deviance does not refer only to individual behavior rather deviance can also be related a group of people's:

-Thoughts and language

-Actions and structures

-Public Management (and Economics)

Culture and Relation (Giddens and Pierson 1998).

Data yielded above by this study provide strong evidence that show that deviance is one of antisocial behavior leading people's being labelled as social distanced elements. For example, it is obviously known that every human being has a house to sleep in. Based on the evidence currently available, it seems fair to suggest that regularly sleeping outside is a

kind of deviance. Therefore, as obviously, every human being is expected to sleep in the house but, anyone doing the contrary can be labelled as homeless. Among the youth there are several deviances that lead to their labelling such as:

- Stealing and committing any other crime
- absconding school
- Alcohols and drugs abuse
- Ignoring the rights of others and citizens' obligations
- Non-respect of adults and the public proprieties

In the patriarchal African society, bravery is often said to be related to males but not females even if the men's mothers have accomplished heroic actions for the society. Arguably moral behavior can be functionalistic because, behaviours are related to gender, class and age but not a specific gender. It is apparent that across the line of single-parenting families are dominated often on the female side. Therefore, a clear mind set for the child boy's education for women respect and equity there have been social changes in Africa. The social changes in South Africa have been at work since the early 1994s on the new democratic advent of the election of an opening of a Pandora Box of non-exclusion all South Africans in the national reconstruction. Whereas the nation's reconstruction depends on the human resources strength the social economic and political orientation. The literature reviewed in this study was hosted by the researcher to better the understanding of the thematic of this study at hands. Indeed, this chapter presented literature related to this study subject. Moreover, this chapter presents a succinct review of current literature on the opportunity and the challenges of moral education at Bechtel High school in of light of drugs and alcohol abuse and how it impacts on their daily life KwaZulu-Natal. Moreover, the importance of these two schools' demographic set the debate hosted by the research will be analyzed considering the effect of Moral Education at a selected secondary school in Durban.

3.6.2 THE DISAGREEMENT ON THE DECRIMINALISATION OF MARIJUANA/CANNABIS VERSUS THE MEDICAL AND THE RECREATIONAL BENEFIT FOR THE NATION?

The South African act, 1965 (101 of 1965) enacted against the use of cannabis as constitutional was ruled out and against by the South African Court recently this 2020 and referred to the Parliament for further amendment's ruling out set up ways of the decriminalization of the cultivation and consumption of cannabis by adult South Africans for health reason last September 2019 SABC News, 2019. There have been dissenters view the decriminalization of marijuana/cannabis and other light drugs for health and or recreational purpose to be benefit for African young schooling children and adults in general. As we know, growing children are well expected to live and grow in conducive environment that promotes human and economic growth and strong human capacity management. Ranging, (2021). The Medicines and Related Substances Act, 1965 (Act 101 of 1965), also known as the Medicines Act, requires South Africa Health Products Regulations association (SAHPRA) to control the accessibility of high-quality medications that are secure and effective for the purposes for which they are prescribed. This mandate requires SAHPRA to apply standards for the production, distribution, sale and marketing of medicines, medical devices and Scheduled substances. In considering the availability of any medicine for human or animal use, SAHPRA assesses the balance between its benefits and risks. The truth of the matter is that even if a law was passed decriminalizing drugs in South Africa, the usage of light and powerful drugs should still be questioned

because it can be dangerous for the general public and schoolchildren to own and use these harmful substances. The capacity management of cultivation, manufacture, and commercialization can raise a number of questions for the nation even while the economic and health benefits cannot be disputed.

In fact, can an authorize usage of drug be well controlled in schools and home where children are living if today most of them have shown that they are uncontrollable by both parents and teachers?

3.6.3 The pot's (MARIJUANA) market expansion and its expansion and its medical connotation

"Bonnie, (1974) members of Congress drew firm conclusions about marijuana when it first started to become a societal issue in the United States without being backed by solid data. Based on definitions that were known to be unscientific, laws were passed. When a young college student was given a mandatory 20-year term in 1969 under Virginia law for possessing a minor amount of marijuana, the authors became interested in the history of marijuana law. The authors studied earlier writings about marijuana. The end result is a historical analysis that spans from the earliest American settlements to the present. The focus is on politics, science, and marijuana. The authors argue that decriminalization is a necessary step since the criminalization of marijuana use has had a significant impact on the legal system and weakened public trust in the criminal justice system

He (Bonnie) added that there have been long that marijuana use was not welcome in different communities on earth because of its side effect on both physical and psychological threat in the human being's life. Seemingly in the USA precisely in California was the first state 1996 to allow marijuana's legal consumption, cultivation, sold legally and be used for medical purpose. There is overwhelming evidence for the notion that provide confirmatory evidence a widespread used herb for recreational use first then thereafter was used for medical purposes, then called it under the sobriquet ` . In addition to this, since the new South Africa's 1994 inception it has been also said that poor immigration monitoring, the increase of traditional smuggling routes by the drug cartel and the weakness of the border control which contributed to higher unemployment. There is overwhelming evidence for the notion that both marihuana and cocaine among the schooling growing youth African is on the rise and uncontrolled but, the decriminalization of drug will add more hounds the nation's psychopathology, social and personality development's crisis. The contract upon the nation's psychopathology, social and personality development's crisis issue as these features constitute the core body of the child's personality development, the adolescence and the gender development from the early age. If marijuana on the street has much higher percentage of Tetrahydrocannabinol (THC) which is contained in the cannabis as a proactive matter which transforms the cannabis tenure to be more highly effective addictive for on the users. Thus, decriminalize cannabis will lead to enforcement of consumption, habits of performing and re-inventing newer strong drugs, the involvement in crimes, and the increase of the consumers 'numbers.

These results provide confirmatory evidence that beside the illicit use of marijuana even in time of decriminalization can arise some dissenter's needs among the consumers who will prefer to use a drug that has higher THC even if the youth might use it in clandestinely as they fear they parents rage as they are still opposed to the bottom line of the issue is that any first drug users who are uses as strong effect on the streets and who go on using it regularly will not later be satisfied with a new light drug consumption cue routine because the user becomes familiar with the habit loop.

3.6.4 Drug consumption and economic realities

Looking at the crime and moral degradation demographic among the schooling young adults as well as to the children of lower school levels who are smoking cannabis in South Africa, it can be said that the nation is in critical moral behavior's degradation. The preceding statement shows that for economics survivor children at an early stage of their life can get involve in crime activities as they are vulnerable socially and economically.

In the microsystem including the mesosystem, if the child is brought up in the higher demography and especially those born out of wedlock. It is often said that much of children born out of wedlock are striving in life more than those born of married parents. The issue of children who are out of wedlock is often critical in the same way as for many children born in one family of poor or unemployed parents. Often children born of unemployed single women are deprived of many opportunities such as quality education and health thus most of them end up being in the hands of stranger's child Trafficant, grandparents with no sustainable economics drive, delinquents, or street kids because of lack of parental support. However, is remarkable that children born in a family with many children often emanate seems to struggle for survive. For this reason, parents should survive through farming of working for others.

Thus, often parents found in a desperate situation may end up cultivating cannabis illegally. Thus, cannabis was also cultivated in a small scale the hidden and unreachable places in Kwazulu-Natal, Limpopo and Mpumalanga and on the fringes of large former White owned farms. In addition to these, it is important to say that there are black/African poor farmers who are cultivating cannabis in a small scale as a supplement to their usually cash crop. The increase of the lack of good moral behavior, crimes and divorce are some of the daily stories that no one can avoid in the South African society. It has been believed that users of both light and strong drugs seemed to be treated as criminals and led by misbehaviour attitudes and actions. Whereas some of drug users are consuming it for health or recreational reasons but authorized consumers or those who have the right cultivate it should be adults. In addition to that, most cannabis consumed in South Africa is South Africa is produced in the small poor land though that most cannabis consumed in South Africa are locally produced. Effectively, during my stay the Durban CBD I have observed that the decriminalization of the consumption and cultivation of cannabis there have been an afflux of number of cannabis bags carried out daily early morning by citizen from the rural areas who often came to either to deliver the stocks or sale it to their customers. Eventually, across the world it is well known that smoking either light or strong drug can bring up mental and physical disturbance drug syndicates, consumers and producers have been arrested but, the number of them seems to be on the increase and look to be unstoppable. As drug syndicates seem to be unstoppable, their operation does not involve only the adults rather learners are seeming to be designated by many drug syndicates as best sellers. Reason being learners have been free and not having much to do at and at home there are board for them using drug/alcohol give them much satisfaction even if that sound unclear. In addition, children believe that with drinking and smoking lead them to and be involved in sexual activities especially in weekends as there is nothing to do in that time (K, A and L 2011).

As a rebuttal to this point, it has argued that Criminal activity and involvement in unlawful activities that reflect, in part, disordered behavior brought on by brain alterations brought on by chronic drug use are frequent causes of involvement in the criminal justice system. A special opportunity to prevent substance misuse and related criminal conduct is offered by

treating drug-related criminals. New therapeutic ways to treating addiction that could be applied in the criminal justice system are being developed by emerging neurobiology, which has the potential to change traditional sanction-oriented public safety approaches (Chandler et al., 2009)

Arguably, from this point of view it can be said that schooling young adults in possession or using in a regular basis drug in the school premises for medical purposes. Can that child be accused of wrongdoing as far as we are concerned about their medical health security?

Especially, the increase of rape, molestation and killings of women and children can be some of critical issues which need the enforcement of Moral education among the schooling youth. Considering human behavior, it can be said that humankind often fails to change its habits. Moreover, old people do not like to change their traditions even if it leads crimes. The ideal is that everything that is happening in our lives is interconnected to either:

- The economics systems and Public Management and the implication on child's education
- Culture and traditions and the implication on child's education
- Politics, Religion and the implication on child's education
- History, the Geographical set and the implication on child's education
- Heritage and philosophy and the implication on child's education

Interconnectedness of the above shows the way humankind are related both to each other as well as to the ecosystem. Therefore, their interconnectivity to each other and the world in which they live deserve care and the respect of rule of laws so that their relationships can be sustainable for the social and economics sake.

3.6.5 An eye on the drugs, crimes and the social economics realities

The second research site was Durban's inner city, where the public is more aware of heroin dependence due to the large number of whoonga users who frequent the area's streets and public parks. Due to the depreciation of the South African Rand throughout the 1990s, the opening of borders, the reduction of visa requirements, the development of criminal networks with competence in a variety of illegal markets. On the ground of the preceding these factors breed both the social economic stress. This part of the study is an attempt to address the issues related to the effect of cannabis and using dangerous substances as permitted by the law in the watchful eyes of the children. Therefore, beyond most South Africans expectations the Deputy Chief Justice Raymond Zondo asserts that in respect of the right to privacy in home or any privacy dwelling. Any adult who will be found in possession of cannabis in a private space will not be criminalized said (Cole, 2018). The media have been reporting daily several crimes which occur against most schooling children (in school or at home) and their mothers at home and the community. Also, there have been much research interest both locally and internationally related to schooling/students' population 'substance use both at home and in the place of learning.

More specially in South Africa's place of teaching and learning, there have been an escalation of youth's crimes, misbehaviour attitude and violence in the place of learning where the number of drug abuse is in the increase. It is fatal for a nation when the youth who are supposed to be accountable and well behaved seem to promote escalation of youth's crimes, misbehaviour attitude and violence in the place of learning and in the community. Therefore, as from 18 September 2018 judgment of the Constitutional under its section 4(b) and 5(b) related to the drugs and drug trafficking Act and s22A(9)(a)(l) related to invalidated Medicines and substances Act as stated in the constitution, (Okorie2020). Considering school discipline, what will then teacher do in this dilemma regarding mature schooling learners who are smoking cannabis at home and who wish to smoke it in the school premises?

3.6.6 Dilemmas of cannabis consumption in school in school and the child's rights

It is important to stress that the use of any drug has a critical consequence on the user either physically or mentally. With regards to the physical aspect, there is always a side effect upon the person's life after using the drug. For some people, the side effects can be accompanied with skin rash, manic and paranoid reactions or a severe depression Khomanani, (2006). The consensus view seems to be that the use of cannabis often leads much of its user to be undisciplined, to be violent, and to have an "I don't care" attitude, even if it means missing an important occasion. Especially for schooling children who are under the influence of cannabis, even if it means being removed from school or the classroom, it does not matter to them because their memory can easily be affected.

In addition to this question, it is also very critical as the school-based violence tend to be in the increase in school disciplinary approaches are becoming scarcer due to the new law of free adults' cannabis use even if it is in-doors. Further evidence supporting cannabis use for mature student/schooling learning may lie in the findings of the medicinal needs of the schooling child. Therefore, the limitations of any medical recommended child who is on cannabis free use of cannabis cure can it be recommended in school. On the ground of protecting other schooling children as well as the under-cure child's privacy it would be recommended that new measures are taken in advanced for the sake of safe teaching and learning procedures. In addition to this, the school should also consider further prevention and management of the side effect of drug use by a student who is supposed to attend a lecture.

Thus, the issue can become more complex if the learner of student has a chronic illness which necessitates the consumption of the drug. Remarkably, it can be said that most of crimes falls on the children who are under the paternalism. It is true that paternalism is a form of societal management used by parents especially the father upon his children. Much of the controversy over evidence stems regarding the sustainability of paternalism in a poverty related society and the effectiveness of government funding on the rehabilitation of orphans or street children who are found as drugs users shows often a critical management. For instance, paternalism system is growing between children and the drug dealers' agents in most poverty related society. However, there have been a lot of attentions given to the South African's legislation framework change related to the consumption and cultivation of it as well. Gilbert 2019 argued that people should make a difference between the cultivation for own use and, also it is pertinent to understand the importance the use from the public sales of the cannabis in the public arena.

The family paternalism philosophy is often established through parent-child relationships and control which is exerted in a form of father's autocratic permanent control and family management. Therefore, father's autocratic permanent control and family management often seems to infringe the both the communitarian relationships and the rights of those who are under permanent autocratic management style. There is a huge difference between human rights infringement within the father's autocratic permanent control and family management. The infringement of right can result in the children or the mother being under the other directedness which leads to a constant approval and support of the father's confirmation of the self-determination, Turner, Hill and Abercrombie, (1984).

Regarding the consequences of crimes of adults on their dependents or on their spouses seem to be extremely growing beyond the government control. He (Abercrombie et al.) stressed that Cape-town is one of most dangerous cities in South Africa. In fact, most crimes committed in the cities can be inherited as a negative gift shared in the community from adults/parents or teachers to the youth. The inaction of the new law concerning the new legislation of the drug usage by adults for health reason in South Africa is one of today's discussed issues which rose unfinished debates among South Africans. The new legislation in favor of cannabis usage has prompt up a debate on the issue regarding child moral education and protection living in the environment in which adults are using freely drugs and alcohol.

Whereas child moral and protection at home can be considered as one of preventative measures which promote the child's academic performance on one hand and the alcohol and drug abuse on the other. Particularly, it is important to stress that teachers and guardians should be very observant and watch full of their children first (move) attempt to cigarette smoking and other dangerous substances use.

To our knowledge, a family, a school or a community that engage many cigarette smoking persons can be a highly drug consumer community and the way it can be a crime related community with a critical moral behavior. The crimes issue as well as the moral behavior emulation among the South African youth shows both parents and the government concern. Moreover, it is important to stress that in life other gift can be shared in the community and the world thus, moral behavior is one of shared binding gifts that can stay forever in humankind's life. Therefore, much of cigarette smokers can easily get involved later into harder drugs and alcohol abuse. While the addiction to drugs leads the user to a level of saying 'I do not care' even if it means to be immorally deemed, to lose a job or disappoint a community member or a boss.

Therefore, visibly with the decriminalization of cannabis use by adults in South Africa the teacher as well as parent's authority to remove the cannabis smoking students from classroom will be reduced dramatically. Reason being, for a safe supporting learning what can parents, and schools do as they are authorized to use cannabis for their health reason?

It is true that the reality child's drug, alcohol and harder drugs abuse today is seven out of ten. Moreover, drugs and alcohol abuse by schooling children is very effective without the knowledge of both teachers and parents. Particularly, schooling children are more involved drugs abuse who is cigarette and cannabis smokers, it is obvious that they take little notice of the children's who are under their guidance.

Little notice can be obvious taken because drugs and cigarette usage are allowed in their immediate Ecosystem. Moreover, it is very critical for drugs addicted parents as the drug destroys the drug abuser's nervous system, it is also obvious that they forget easily to control their own memory and behavior in both their family as well as their community and work. Thus, much addiction's power depends on the ability which can hijack and even destroy the key brain regions that help humankind to live, NIH 2

When a child is born and, especially when she/he is brought up in a cigarette, alcohol, and drug related environment she/he get enjoyed at the first glance or hate it and, through repetitions established by the adults 'users then thereafter she/he can becomes used to the cigarette's smoke/smell and then. Therefore, it happens that some time children who are exposed to cigarette and cannabis 'smoke in their home and school can sometime behave in an aggressive or violent manner. In fact, aggressive behavior can a source of both social distance and antisocial behavior because it results in a human physical distancing created by either a group of people or one element of a given environment. Thus, the more the child grows in the cigarette, alcohol or drugs abuse environment the more she/he get used to and therefore create a positive reflex which command her/his nero-sensitive system's adaptation to the external elements (smoke inhaling, alcohol smell). Even though that earlier on (R Fellingham *et al.* 2012) opined that the public harm principle may support the criminalization of drugs, but our research shows that this approach falls short of effectively preventing and reducing drug use and its related costs. So, while prohibition is a constitutional restriction, we contend that it does not always achieve its goals in the least restrictive or most efficient manner.

Finally, we argue that any solution to the drug problem must consider the health requirements of drug users as well as the socioeconomic context of drug use. Theoretically, decriminalization might do this through altering how society views drug users, supporting the advancement of a human rights-based, public health-focused strategy to combat the drug problem in South Africa. In the past year's, South Africa's law interdicted the use or the possession of marijuana/cannabis by both adults and children. There is overwhelming evidence for the notion that interdiction of the use or the possession of marijuana / cannabis has it has been decriminalized by the SA government

Smit, 2018. Even though that both marijuana and alcohol still off-limits for the underage usage, what comes to our minds when the underage as well as the schooling children are living on the daily basis in the home and any other dangerous substances home/environment?

In addition to this, can parents and other adults who are authorized to use dangerous substance be put in quarantine or make use of the substances in the absence of children while living together with them as a role model?

Yet, marijuana and alcohol are some of the drugs that are still under restriction among children but, if the use of pot is okay can a pot user parent or adult advice a youth on the consequences resulting on the use of drugs?

As a reminder to those questions, it is important to remind adults' parents that they should not be comfortable when they are in the mood of doing drastic actions in their ambient arena or smoking, drinking, or eating anything that is unlawful before children. Especially, parents who smoke pot should know themselves that cigarettes and cannabis usage is in fact harmful to human health.

Moreover, cannabis is not only harmful to human health rather it is also destructive. The problem of using cannabis in home even if it is said to be private. Using cannabis during children is one of critical issues that can cause serious.... On the child, moral behavior. When child moral behavior is put in danger by parents, adult or guardians who are involved in a critical activity. Even though they are the one who were supposed to protect the child subsequently parents who are involved in misbehaviour activities increases unpopular behavior such urinating, singing, screaming, talking loud or dancing in public. This can be caused cigarette drunkenness. Until now, much of cannabis smoker parents who attempted to smoke cigarette for the first time in their life, many of them they end up smoking cigarettes for good and thereafter becoming addicted to strong drugs/substances such as:

Cocaine, Heroin, Kratom, Marihuana, Methamphetamine, Opioids or they can remain using light drugs including smoking Tobacco and other substances that contain light substances that can destroy daily human physical and mental capacities such as the Vaping and the Nicotine. Even though drugs are classified in different sort of group due to their effect on the human body's drugs are classified according to their effect of the humankind's life after its usage.

On these grounds, we can argue that there are two sorts of drugs are light and the other is strong. If we are concerned about drug and alcohol abuse and the impact of abuse among the schooling children at Bechtel High school. The child moral education in a mesosystem of cannabis and alcohol set. As spoken previously, within the ecological system the mesosystem is one of arena in which the child is born and being brought up. When talking about the mesosystem in this study, it means the place where the children has been born in and brought up.

The child's home is always supposed to be one of best places in which the child receives care, love, education and life orientation. Based on the moral domain theory, it is important that to prepare a child to undergo an acceptable care, love, education as well as a pragmatic Life Orientation. It is very important stress that based on the social convention of the community both parents and the government should play their moral education and sustainable skills roles for the benefit of the growing child. In fact, parents, guardians, teachers and the government should be carefully concerning the social convention has been depraved by the new contemporary behavior. The social conventional dilemma caused by the new law which decriminalize the cultivation, the sale as well as the usage of cannabis by South African adults/parents at home.

For each parent and child guardian there is a list of duties and actions which parents should accomplish in their daily living. Thus, adults 'duties in the mesosystem as well as lifestyle should also be posed in just like one teacher who wishes to rich a Learning outcome at home. Reason being parents and teachers/adults today lifestyle is very important for children because their deeds and actions are the most imitated by the growing children. In fact, knowledge production at the mesosystem is very important if it does not allow the depraved social convention. Nowadays, the decriminalization of the cultivation, the right to smoke cannabis by adults at home (in the mesosystem) is one of current issues which has been discussed in the public arena. The issue of cannabis decriminalization as it is related to health and human behavior in the community sometimes one can deprave her/his own health and moral behaviour. As a rebuttal to this point, it could be argued that the aims of teaching Life Orientation to the youth are to attain the learning outcome which focuses on the personal development. Considering the Assessment Standard (As2) NCS, (2069), whether the child is taught at home or at school, the life orientation taught knowledge should reflect on the appropriate behavior and life skills which respond to her/his personal interpersonal relationships in the community.

The new social turn which emanates that has resulted in the child moral education in a mesosystem of cannabis and alcohol set. The alcohol misuse is one of enemies of the use of alcohol as well as the medicine especially when it is consumed during a mealtime. There is evidence to back up the idea that today's child who is offered an opportunity to learn LO to be able to acquire life skills to achieve and extend personal potential and respond to challenges faced in life as stressed in the Learning Outcome (LO3). Whereas moral behavior education should not aim onto making a well-behaved child rather, it set up a line of good life and individual good social discipline. Rather a daily cannabis smell by a young schooling person can open an easy way for the child to socialize drug abusive habits and lead to a critical health and mental challenge. As a result, when a young student experiments with smoking cannabis or other related substances, it inevitably jeopardizes their academic performance, school environment, and familial discipline. Undoubtedly, parents who engage in excessive drinking or smoking may face difficulties when seeking to counsel their children about the dangers inherent in the dangerous situation in which they find themselves.

Indeed, it continuously offers a hard situation for an individual struggling with alcoholism to provide authoritative direction or raise awareness about a child's harmful behavior. Furthermore, dealing with the multiple consequences linked to human well-being, environmental dynamics, and significant factors is a daunting task.

3.6.7 The youths' behaviour and the impact of ecosystem and factors

Deviant behaviours are actions known as negative to the application of norms and law in the society. Giddens, 1996 corroborate that deviant behavior are actions of transgression of the societal norms. Indeed, transgression of the societal norms is premised on the assumption that many transgressors fall under society 'sanctions or condemnations/reprimands. In fact, sanctions can be either formal or informal as it depends on the committed mistake/s. In African society that is dominated by the Ubuntu principles, the African citizen often sees the biophysical ecosystem as positive space for everyone to live in. Contrary to many researchers who believe that the Ubuntu terminology is limited only to the southern Africa sky. The philosophical knowledge and power have a wide African community connotation. Ubuntu terms is not only applied in the Southern African philosophy rather the western, Eastern, central and the southern Africa's arena thoughts are embodied in the Ubuntu school of humanity.

For instance, in the Luba tradition (DRC tribal of Katanga) Ubuntu is known among the Luba as *' bu muntu'* the humanism. Whereas *bu muntu* also means the faculty of positive consideration of the other. In order ways the root *' ntu'* designates to human thus, anything correlated to human being's nature and actions with *Muntu/Mtu* person denotes a positivism absolute belief in existence of beings in a humanistic belief. A *' ntu'* as a propeller of love and unity does not show deviant behavior or separation in the Luba traditions as it protects the relationships between human beings and the nature. The relationships between human beings and the nature resulted in the calling of place/a social-geographic pattern known as *'ha/pa-ntu'* and its contenance is thus called as *'ki-ntu'* a thing or *bi-ntu'* the things of the universe. The African philosophy of the *'bantu'* of origin that father Tempels, (1961) called as the *'Bantu philosophy'* is embodied in colourful and beaded philosophy expressed in one linguistically thematic that every *'muntu/umuntu'* believes to own as it is said as:

'Muntu imuntu ne bantu, bunka ki kumwangaleta' (Luba lang. Katanga) means that or *Muntu u muntu nga bantu* (isiZulu's lang. South Africa. This study will focus on Moral Education in South African Public School: Opportunities and Challenges. It is in this against this background that I will discuss the notion of moral behavior considering drug and alcohol abuse among schooling learners at Bechtel High school. Therefore, whether informal or formal sanctions are social methods applied against human's deviant behaviours rebellious attitudes and critical actions. Schooling children's homes' behavior seems to be different to the schools of behaving of the majority of children. The difference in the way of behaving at home from school is that the difference of home norms and that of school rules can be a starting point that makes children to behave differently according to their home or school.

I will argue that it is important to understand as a former teacher and parent. I have realized that most parents of the schooling children do believe that their children do behave like angels both at home and in school. Therefore, many of schooling children do behave differently either they behave accordingly or badly in the ignorance of their parents and guardian.

From my point of view regarding school-based violence in South Africa from individual factors to the social and the community factors it is important to address schooling learners' behavior. As a former teacher and parent, I have realized that most schooling children do behave as angels at home while many of them do behave differently to what their parents believe in. What can be the attitude of parents and children toward the new law that will introduce the drug decriminalization?

3.6.8 The South African drug discrimination's road

Substance abuse in South Africa has been echoed on the news daily but, is there any change since the South African government has decriminalized marijuana as one of drugs to be used for health use on behalf of adults?

However, it is important to stress that a drug is a chemical substance that influences the individual's body. The effect of drugs substances differs because drugs are classified in several substances according to their effects and use in the body of human beings. Thus, drugs can be subdivided in different types such as:

- Alcohol
- Downers (drugs)
- Upper (drugs)
- Inhalants (drugs)
- Whoonga (Durban locally made drug)
- hallucinogens and,
- Methamphetamine and Tik.

Alcohol is considered a drug because it has a negative effect on the human brain and the entire body after consumption. Downers, also known as depressants, are part of a class of drugs that includes alcohol, heroin, marijuana, and mandrax. These types of drugs are particularly used by the youth, who believe wrongly that this drug makes them feel relaxed. Yet, the majority of youth and school-age learners believe that after consuming Downers they can feel relaxed, but after Downer consumption, the victims often fall deep asleep and forget even the past events. Arguably, the usage period can only be probable for a short period that is believed to take away anxiety and physical or psychological pain and street. Additionally, to this, youth downers users who fall asleep cannot walk up even if her/his choice is taken away thus, make the user to be weak and unfit for any light or hard work.

The foregoing discussion implies that beside anxiety, the schooling child can lose attention, weaken the respiratory, sight and mental systems. These results provide confirmatory evidence that as dagga and other downers affect the human being abilities, it is for that reason that the majority of drugs addicted children cannot stay or live with responsible parents because as long as their brain is affected by the Tetrahydrocannabinol known as (THC) their memories and behavior cannot stay in the discipline line. For this reason, the majority of high schools and primary school's user of downer or upper drugs opt for vagabondage and homelessness life.

In fact, Uppers drug effect can affect gradually the user more than the downers because it has a huge and strong quantity of caffeine (mild upper) that is accompanied with ecstasy, speed as well as amphetamines. Respondents attest that the Uppers incite them to scream for long hours and it also increases the blood pressure and render the sight very poor. The data generated by respondent through the group discussions reveal that the majority of youth with poor physical aptitude can die after consumption of Uppers or become very turbulent as they act without making any particular control of their actions within the group of in the community.

It has been said that drug and alcohol addicted person's mind and intelligence is often dysfunctional at the time of usage and after consumption. Moreover, a parent or guardian who is addicted to drug and alcohol consumption cannot be able to give a good moral behavior lesson to the children or be their role model in the family. Although the South African government has enacted the law which decriminalize cannabis in the mesosystem. The usage of this drug is understood that it has created a critical situation which has not clearly determines the measure limitation measure of the actual drug and alcohol consumption rules. Particularly, the danger for drug abuse and alcoholism is well known by the South Africans law makers because experienced different departments of education. Many of these officials know the consequences of children parenting while the in the absence of parents the child is active in the drug abuse activities. It is important that parents and guardians take a serious step of assessing the child's physical and psychological needs. Taking the step for the child's physical and psychological assessing is very significant because when the child is led the wheel pear pressure or the helplessness her/his moral behavior can be very critical. For this reason, every child's moral behavior is unique but, it is parents and teachers to be professionally and psychologically skilled to be able to educate a child. Can a schooling child under the influence of cannabis behave or be misled by its side effect in school or at home?

Yet, if cannabis should be used for pleasure of for health reason by adults it is not clarified if schooling adult youth have been included in the 2019 September law on the decriminalization of cannabis in South Africa. Moreover, decriminalization would also mean strict control that start from cultivation, quality and specific rules on the status and space of consumers.

3.6.9 Young adults and the free cannabis era usage law

Can a schooling child under the influence of cannabis behave or be misled by its side effect in school or at home?

Yet, if cannabis should be used for pleasure of for health reason by adults it is not clarified if schooling adult youth have been included in the 2019 September law on the decriminalization of cannabis in South Africa. Therefore, one could wonder if practically cannabis users are often taken by surprise by the anxiety and panic disorders threats of cannabis side effects. Undoubtedly, the young schooling adult who is given the rights to smoke cannabis can affectively be affected by the anxiety and panic disorders threats of its side effects. Moreover, decriminalization would also mean strict control that start from cultivation, quality and specific rules on the status and space of consumers.

With respect of research methodology step, this study will take into consideration of the trustworthiness and the ethical considerations. For this research to produce trustworthy data in this study, it will also will consider the importance of the ecological system in which the child learner lives and be influenced by it through the family or classroom (mesosystem) which is subdivided in two theories such as the external world (exosystem) and the social cultural arena (macrosystem dealing with norms and introspective issues).

To situate the child learner's behavior in circumstances this study will also be concerned with the time/age in which the child found is called the Chronosystem Bronfenbrenner cited by the Development Psychology 1986. However, it is important to stress that the ecosystem to which Bronfenbrenner led allusion to is stressed in this study considering the role players which influence the child's life. It is true that if South Africa has been considered as a main transitory route of strong drugs for the world. Writer, 2015 the United Nations Office on Drugs and Crime. In 2011 report stated that there has been an estimation of 240 million users. Later, in 2014 the UN report stressed that there was an increase of drug users going from 240 to 243 million of people using illegally drugs such as cannabis, opioid, cocaine or the ATS (known as amphetamine - type stimulant) that is classified in the group of narcotics. In addition, the United Nations Office and Crime profiles drug used in South Africa as well as illicit drugs are the most used among the South Africans. South Africa by the way has been said to be heroin major consumer supplied by some Asian countries, Eastern and those of Middle East. Reason being, South African adult schooling children cannot only get involved in the use of cannabis only rather they will be exposed to the acquaintance of many more dangerous substances such as cannabis, opioid, cocaine or the ATS (known as amphetamine -type stimulant). There are more drugs in eThekweni that can be consumed Children. Probably if the youth can be exposed to any strong drug either at home or at school it would be possible to use it. The most used drugs among the citizen and especially the young adults schooling children in South Africa and Durban are namely, ATS, Ecstasy, Cannabis, Cocaine, Opiates, Opioids as well as the Quaaludes or Mandrax.

The child life of young schooling adults and the free cannabis era at school/the mesosystem ground. It is often expected by both teachers and parents that when a child leaves home on the way to school, she/he is sober in spirit and mind. Therefore, it is being sometimes a disappointing time for many teachers and parents who discover later that some schooling children are not getting to school or reaching their home in the soberness status. Interesting enough there have been schooling learners both boys and girls have been courting up in possession or using drugs in the school premises or the school entry gates.

The schooling child life cannot be developed in the vacuum because the child is said to live in the community. It is in the community where every child can develop personal knowledge, physical strength and moral behavior capacity through relationships. Moreover, the child can also develop strange skills, language and mental abilities as from the mother's initiative at an early age to the ambient arena in which she/he is brought up.

What will entail the future's life of the young schooling adults and the free cannabis era?

The future of every growing child in our society should be protected considering social, economic and physical realities. Moreover, every schooling and growing child deserve good parental control and guidance beside the school's education's implication. It seems like child's parental control and guidance in our family is very critical because children are not only guided or controlled only by parents and teachers for their better education. Rather, nowadays children are well informed that their parents and teachers by social media in the daily basis. The new educational policies were ratified through the new curriculum in 2002 and referred to as Revised New Curriculum Statement (RNCS 2002) Republic of south Africa, 2002a. The RNCS 2002a reproduced a document that comprised 8 learning areas which stressed the learning outcomes (LO) as well as the Assessment Standards (As) for each learning area. Moreover, the RNCS structures upon the 8 learning areas and its tasks led to an envisaging of ways which pave ways so that every learning area is set with the idea of leading to critical outcomes while focusing on the developmental outcomes of the teaching and learning outcomes and the assessment standards principles. In addition, to this, the curriculum and the assessment were aligned through and across the grades with a strict attention on the child progress.

For a more realistic time frames work and vital implementation of RNCS (2002), a broader provision of educators' training was set for the occasion. The broader provision for teachers' training was a positive move which led the DoE to move away from the simplistic ideas to an implicit one under the C2005 as it calls for a constructive dialogue between researchers, stakeholders and policy makers (Kraak and Young, 2001). In the same veins, it can be said that the calls for a constructive dialogue between researchers, stakeholders and policy makers considering the RNCS by the South African government was based on the South African Constitution fundamental values and based on Education and Democracy under the Manifesto on Values, Education and Democracy in which the following were found as point of RNCS' DoE, (2001b)

3.7 CONCLUSION

This chapter introduced the study presenting the field research considering literature on Moral Education in South African Public Schools: Opportunities and Challenges. The literature reviewed in this study was hosted by the researcher to better the understanding of the thematic of this study at hand. Indeed, this chapter presented literature related to this study subject. Moreover, this chapter presents a succinct review of current literature on the opportunity and the challenges of moral education at Bechtel High School in Kwazulu-Natal. Considering the importance of these two-school's demographics, the debate hosted by the research will be analyzed considering Moral Education in South Africa Public School: Opportunity and Challenges. The opportunities and challenges in teaching and learning LO were mainly unveiled from the end of apartheid and the dawn of the beginning of the new South Africa's era of 1996. Reason being, the post-apartheid era influenced greatly the inequalities among the citizen on the social-economic and political arena. Contrary to the South African new democratic the social-economic and political system management changed and is an ever-greater changing equitable role reform, transformation and especially the focus on the inclusive educational curricula.

CHAPTER FOUR

4.1 RESEARCH DESIGN AND METHODOLOGY

4.2 INTRODUCTION

The research study at hand was presented with the support of a theoretical framework to map the field/s relevant to Chapter One presented through engagement with the research plan. The first chapter has provided a comprehensive description of the research design and approach to be followed to obtain vital data for the study. This chapter discusses the processes utilised in this research study using the qualitative approach in order to explore how children drawn from social economic backgrounds based on Moral Education in South African Public Schools. This study used research design and methodology systematic approach with subjectivity trend in order to achieve the aims and describes participants lived experiences of the study at hands.

This study highlights the fluidity of social construction's power in a related to schooling on one hand and the pot combined with other drugs usage on the other and being un/lawful for individual adults and the nation. Arguably, Roux and Dasoo (2020) opine that schooling is synonymous to learning in a holistic way that leads to the child's development preparation and achievement while physical education provides the child's development. In this study, Children's Moral behaviour through Life Orientation was explored and defined under the defined approach. Moreover, today children's involvement in violent crimes and disrespect attitude is imputable to poor moral behavior and school weakness of pastoral concerns including the excess consumption of cannabis/marijuana at home or in school. Chapter Two sought to use qualitative methodology as an overview of the research study to be conducted on the moral behavior and social construct of the South African schooling learners in a decriminalized Marijuana era. Qualitative research examines the complex phenomena that physicians, healthcare professionals, policymakers, and consumers confront. There is no comprehensive reporting system for any kind of qualitative design, despite the existence of partial checklists.

In qualitative research method, respondents offer a wide range of personal interpretation, meaning and complex phenomena (Ragab and Arisha, 2018). The study at hand offers a wide range of opportunities to respondents to be able to interpret and understand whereas the drawing prompt's requisites a working plan draft which can be accompanied with comprehensive research design and methodology. Complex phenomena can be found in most quantitative research even though in qualitative study research related this social study that carry psychological, scientific theories and human personal interpretations. To succeed in the findings, this chapter outlines the research methodology to ensure succinct data analysis that is based on establishment of a coexistence of different phenomenon and theories related to this research study. In respect of the ethical measures, data gathering of instrument, trustworthiness and the research mythology will be discussed, described or explained through the use vital data generating approach. The philosophical pace of this study raises the concerns pertaining the world view upon learning view in a nation that has decriminalized dagga knowing that schooling learners can easily be exposed to dagga consumption through their parents and adults in their community.

The interconnection of social economic and the functionalism theories upon drugs and dagga consumption can thus, be unavoidable phenomenal among the youth. Parsons and Merton's (1966) view of functionalism paves the way for the development of sociological theory and research. The preceding approach of dagga consumption can lead to the assumption upon the effect the sociological theory of inter-connectional of children borrowed behavior from their closest teachers, parents and adults in the community. For the sake of discussion, the researcher argues that children including young adults can imitate gradually what parents, teachers and the community do. Therefore, gradual posed actions and thoughts such as dysfunctional behavior among children or in the society can enhance and perpetuate negative behavior in the society. On these grounds, it can be argued that one negative moral behavior set is tolerated in each society, it be social norm and assets.

Moreover, it can be strongly believed that community members or children cannot have a different outlook if drunkard or cigarette and dagga teachers or parents' consumers can live together with children obviously, they will be the next beer or dagga consumers. Therefore, it is important to consider that an assumption can in some instances carry in the truth or falsehoods. City Press (2015) following this idea against any odds the South African Deputy Police Minister Maggie Sotyu assert that the media often accuses South Africa false fully for wrongdoing.

The continuing debate on how media should cope with the dilemma of reporting the true sociological and public management issues is one of unfinished business of the world. In the present study, the issue under scrutiny is Moral Education in South African Public School: Opportunities and Challenges. Smit and Gilbert (2019) alluded to the fact that the South African government through the judgment of the constitution on the 18 September 2018 announced that under that a certain number of drugs under the section 4 (b) and 5(b) related to the drugs and drug trafficking Act and s22A(9)(a)(i) related to invalidated Medicines and substances Act as stated in the constitution can be related to the right to privacy. The right to privacy must be respected indeed both by individuals who should own their rights with support of the government. As custodian of human rights of the community members including the children even those living among drunkard or cigarette and dagga, teachers, or parents' consumers the government should think about what happen when enacting the law, the community and country at large. To portray the issue in terms of developing the research methodology, this research will be positioned in the interpretive approach, which will use a framework and analytic approach as a way by which data will be collected from Bechtel High schooling and teachers' population.

4.3 DEVELOPING THE RESEARCH METHODOLOGY

4.4 RESEARCH DESIGN

The research is positioned in the interpretive approach, a framework and analytic of ways and means by which data will be collected from a population. The population concerned in this study was characterized into human perception and behaviours based on leaners/respondents of different grade level selected according to the naturalistic paradigm of topic's background at hands. May (2011) puts forward the view that these topic's background was used as the control for exploring differences and similarities of produced data and set up outcomes and conclusions of the study. The research is positioned in the interpretive approach, a framework and analytic of ways and means by which data will be collected from a population. The population concerned in this study was into human perception and behaviours based on leaners/respondents of different grade level selected according to the naturalistic paradigm of topic's background at hands. Kiyala (2016) and Lubadi (2017) consensus view seems to be that the concept of research design stands researcher's actions and activities

of collecting and analysing, developing and modifying theory orderly considering the research question that takes in consideration of validity principles. Therefore, it is very capital that Research Design achievement requires a clear motivation of the relevant Research Design that can foresee ahead challenges, limitations and the advantages of the Research Design and the selection of appropriate literature. According to Kiyala (2016), the research design has five components made of the research goals; the conceptual framework (theories, beliefs, preliminary studies.); validity (allegedly considered as part of reliability of conclusions and alternative interpretations and validity threats) the research questions; and methods (approaches and techniques of data collection and analysis) and validity which he calls as approaches and techniques of data collection and analysis. In fact, the episteme of this approach is concerned with what schooling learners know and how they came to know about their moral behavior including how some of LO taught learners get involved or not in weeds consumption at home in school. The research design is concerned with the way to understand learners lived experiences and perceptions of experience in line with the ontology concerns exerted and produced through individual introspective and exteroceptive consciousness. Whereas, the introspective consciousness is related to the internal bodily self-consciousness thus, the visual faculty in humankind can accumulate new influential elements which can arouse both the internal and biological nature through the introspection (exteroceptive elements brought in the visual and intellectual abilities). In other words, the exteroceptive faculty uses the visual chain then thereafter it communicates through the intellect to the introspective that combines both the physical and the spiritual/intelligible human abilities resulting into responses sometimes translated to phenomena. Heydrich et al. (2018) opines that as being studies recently the relations and the interaction between the interception and the exteroception for the body self-consciousness is very pertinent. The study is phenomenological and uses the Phenomenological research design which begins with division of variables as they gather cognitive evidences of the eyes to eyes realities (when working with material presence, figures and drawn pictures). In addition, Research Design was taken into account of variables related what will emanate from the drawing prompt instructions and the research questions items which will incite respondents' creative mind's, hypothesis and explanatory information sample to rise naturally. The importance of research design approach in qualitative research is that it allows the researcher to investigate respondents and stimulate them to undergo through their own lived experiences and through individual reflection to identify different challenge, advantages and limitations to be dealt with in the future through their participatory actions.

4.5 RESEARCH METHODOLOGY

Research Methodology is one of approaches that can assist researchers in establishing a study plan and effective working methodology to accomplish their research goals in alignment with acceptable and discussed principles. The preceding section of the study emphasized the exploration of literature pertaining to the origins of substances like drugs and cannabis, as well as other commonly consumed substances among students in South African High Schools

Thereafter this part, the study analysis was followed by the literature which focuses on the New Face of Teaching and Learning beyond 1994 in South Africa. Carried out using Design and mythology sampling of the study, sampling methods, and data analysis. The study at hands focuses on the contextualization study the appellants lived experiences as it considers the validity and reliability, the discussion upon the ethical considerations and the delimitations will be combined with the research questionnaire, the drawing prompt that will be answered and stressed with anonymity and confidentiality principles. This research was guided by the following questionnaire stressed five qualitative questions which maintain

validity and participatory research such as:

- What are the current the effectiveness and challenges of teaching and learning Moral Education within the LO curriculum?
- Do you feel empowered with skills through Moral Education/LO teaching and learning?

- What are Life Orientation learners' perceptions with regards to the context of teaching and learning?

What step major can be taken to transform LO taught learners' misbehaviour both in school and in the community as a whole?

In fact, it is clear to say that participative research can be carried out participants' physical participation and observation of phenomenon that is founds in their concerns. For this reason, it is believed that as qualitative research, this study will consider that using Participatory Research

4.6 The current opportunities

4.7 Participatory Research

This study uses participatory methods as one of tools of approach that adhere to inclusion against pending or unsolved issues the marginalization of respondents' voice. In the same vein, Bertram, Carol and Christiansen, (2020) purport that participatory research approach is often used in community development where it is implemented. Therefore, they (Bertram, Carol and Christiansen) say there are two ways of participatory research, one is exerted through participants' active involvement in the study for the sake of identification and investigation of the problem of their concerns; in participatory research approach, secondly respondents are directly involved in the study to find solution to the self-identified issue and provide and implement it. For most African community development, it is important to stress that both research of identification and investigation of problem and the finding of solution involved often participatory research. Particularly, in the African indigenous conceptions of local development and child moral education, every child should be used as a precious asset for family and the community with verbal cognition and in educational strategy

Whereas African indigenous communicates have their educational strategy and different ways of using participatory research often used through proverbs, language, story tell and tradition teaching and questioning among the members. Is in this process of improvement the African indigenous and tradition strategy of child participation and learning has been considered beside the new revelation of teaching History as a compulsory curriculum?

Indigenous conceptions cannot be attained without African education decolonisation and the African history not being taught to the younger generations. After seeking several times ways of empowering the new generation through education and celebrate the cognitive importance of the curriculum development changes and the education in practice in South Africa. (Wassermann 2017) announced that the DBE will implement the decolonization of education through compulsory teaching and promotion of African languages, South Africa and African history to all learners from grade R to 12.

Using participatory research and actions, a task Ministerial (Ministerial Task Team known as MTT) has been appointed to draft and write the History curriculum which will be compulsory for all grades. In addition to that, the public concerns and comments as well as their input was taken into consideration after that submission of the drafts of the new grade 4-12 textbooks for history that has been exposed online to community members for comments.

Bangura (2018) has opined that team members need to understand how individual goals ethics fit with the company's purposes. Participatory Research is a highway to both physical and spiritual participatory democracy which gear up individual and community members to express their concerns. Participatory Research offers opportunity to the research participants to express their feelings and actions against or for negative or positive situation in which they are going through.

These results provide confirmatory evidence that actions research can be effective when collective goals and objectives are discussed at all levels. Whereas (Jones *et al.* 1996) assert that confirmatory evidence in this study can be shown or be expressed through appellants' responses and explanations upon the drawing prompt and every figure provided in the study research. Along similar lines, every produced picture/figure will show expressed in a form of planned behavior or either the respondents' reproduced data which will further predict behavioral intention expressed in a reasoning way. It is expected that respondents can have cultural diversity, cultural identity as well as cross cultural differences and ontological assumption.

The importance of discussing goals and objectives at all the levels can be one of good approaches which can handle with care the modelling of cross-cultural differences and dominant structural power among respondents. Reason being it is important to consider that human behavior and mode of problem solving in life of every individual and community is often tributary to the social ontogeny patterns. Participatory research is one of research study's invite addressed to respondents or company member 'collective debate and discussion on the theme of common interest of the society. In terms of themes of common interest and research approach of the society in its exosystemic arena.

4.8 The current opportunities through the Research approach

A practical participatory research approach is required given the significance of the need for a complete knowledge of the phenomena related to how moral education affects school-going pupils (PPR). However, a PPR study on school-aged kids focuses less on literature reviews and more on identifying moral responses to the world's pressing social, economic, and technological issues. Furthermore, in the context of an explanation, the phenomenon's logical interpretative paradigm might link moral action with what is required for survival. Numerous written materials, educational settings, the media, and management information systems all use qualitative explanatory investigation. Explanatory cases and systems can be said to be gear of the advancement of Technology and the educational systemic sciences. Reason being research findings cannot acquire scientific recognition because of their lack of genuine social and scientific interaction that offers explanatory theories and demonstrative knowledge.

Importantly Tellis (1997) opine that Knowledge -driven theory can only be ideas and discoveries if they are the emanation of basic research. This study will be a resultant of multi-approach corroborations it will use the phenomenological interpretative Paradigm combined with the Visual Arts Based (Picturing/photographs and drawings interpretation) and individual participatory stance. In this part of the study, the question under discussion is about the research methods, the research methodology and techniques and methods that are supposed to be used to reach the study findings. In this section, the selection of the approach to this study is substantiated. In terms of research approach choice, it is obligatory that the research approach of any research study be tied with the research study. In terms of the correlation between the research approach and research study for the sake of vital data production by respondents in this study research. This study research it is sought that this study uses individual participatory and the interpretative method.

Many social science and education academics are employing visual approaches in their research to generate visual-based information. Visual approaches are being used in research in many different fields, and many social science and education scholars are doing so. Despite the growth of information based on images, few scholars in the many social science and education academics are employing visual approaches in their research to generate visual-based information. Visual approaches are being used in research in many different fields, and many social science and education scholars are doing so. Despite the growth of information based on images (Azzarito and Kirk 2013). “He (Azzarito and Kirk) visual approach facilitates the examination of the idea of visual pedagogy and culture in wider physical culture, assisting the reader in comprehending how visual-based technologies like television, the internet, and mobile phones are crucial to people's engagement with physical culture today.

Human movement is increasingly created, established, and pedagogized outside of traditional educational sites such as schools, sport clubs, and fitness gyms. The visual method engages both the researcher and the applicant in self-pedagogic learning, a physical participation that spikes an understanding through critical analysis of the drawing or a picture’ ‘Visual approaches are being used in research in many different fields, and many social science and education scholars are doing so. Despite the growth of information based on images”. Children have largely been overlooked as research participants in anthropological work. The anthropology of childhood has played an instrumental role in bringing attention to this fact, and it has highlighted important contributions children's viewpoints can make to our discipline (Johnson, Pfister and Vindrola-Padros 2012). In the same vein in South Africa and the rest of SADC school children's participation in Moral Education study research have been scarce.

In social sciences as a rebuttal to this point, life story and auto/biographical writing has experienced a significant cultural boom, despite the fact that such concepts are still widely disregarded in the social and human sciences and remain very far from the mainstream. (Plummer 2001). Drawing on this argument, it is capital to stress that there are eight SAGES produced specific gears namely known in qualitative research such as:

4.4.a Topic and Research Design

4.4.b Literature Review

4.4.c Research Methodology

4.4.d Research objectives

4.4.e Research Questions

4.4.f Interviews, group discussions and research prompt

4.4.g Research Analysis and assumptions

4.4. Discussion or research results

Importantly, it can be stressed that visual data used in a form of image or pictures drawn from the research prompt can be presented as researcher's guiding will on participants to reproduce data which can reflect a holistic way which address the research questions and research objectives of the study. In addition to this, to the participants and researcher's needs to reproduce data for a qualitative study there is often needs to use:

- Workarounds
- Dialogue with participants
- Data analysis

Lubadi (2017) argued that visual and qualitative method entail some limitations but, in spite these obstructions in qualitative research study favours more children as it seems to be more compliant for them more than the adults 'respondents. What makes research methodology standard and easy for both adults and children is that it is taught as a supporting subject in different manners in the academic arena such as health, public health and nursing, education psychology, social sciences, library studies, marketing and pharmaceutical sciences (Alok,2017).

Comparatively, quantitative research employs numerical data and statistical methods to analyze it. Successfully getting started in qualitative research. Both methods (of data collecting or analysis) and a broader paradigm, or framework, for conducting research are referred to as qualitative research. In this context, the term "paradigm" refers to the common ideas, presumptions, attitudes, and practices of a research community (see Kuhn, 1962), and it offers a broad framework for research (Clarke and Braun 2013). Arguably, social exploration related to social groups 'attitudes as well as behaviour can thus workarounds, data Analysis and Dialogue with participants.

4.9 Workarounds

Workarounds is part of one of study research study engagement which uses a physical visitation of the research study field/s including the contact with the potential appellants. A study conducted on workaround through observation and the use of interviews can underrate the workaround approach because of the Hawthorne effect which often leads to participants' behavior change in order to satisfy the observer's will (Mula, Human and Middleton 2019).

Moreover, participants' behaviour change, poor communication (poor administration) and inadequate training of both the researcher and the participants when conducting data collection sequences can either limits research opportunities, rise up challenges or undermine the study focus and findings. To highlight the limitations of work about in relation to the participants' behavior change, poor communication. This study is in support of the idea of considering the four potential factors contributing to the workarounds known as:

- Operational,
- Organizational,
- Cultural and
- Technical ((Ser, Robertson and Sheikh 2014).

4.9.1 Zooming upon operational factors

Referring to the operation factors, and to their implications towards unskilled researcher as well as the research participants' attitude and behavior. The operation factors and its resultant can only depend on the researcher and the participant's aptitude to respond adequately to the research need. Therefore, in the research operation and engagement beside the elements' attitude the organizational factors are pertinent. Given to the fact that participants 'change of behavior during the workaround observation approach, the participants' behavior can also be undermined through the use of unskilled or unauthorised research study' method, unqualified participants, unfit research assistants and poor settings. Contrary to the say of considering that only uneducated person is the most lad personnel who cannot understand easily, therefore cause misconception and misunderstanding. The following example eludes the poor collaboration among highly educated persons in place of work. Mula et al, (2014) assert that in Canada it has been found that physicians' poor communication with nurse 'work rounds led to the interruption their collaborations. He (Mula et al, 2014) added that the nurse believed that she was able to recognise an unsafe instruction therefore the unconcerned manner of the physician which he disagreed with resulted in a workaround situation. Similarly, to the research field miscommunication between the researcher and the participants' unsafe instructions can be recognised participant members when it is either positive or negative to the required findings (Ser, Roberson and Sheikh,2014). Therefore, in terms of research study and public management rules that the researcher considers the organisational factor one of research methods to be prioritised for the finding's achievement.

4.9.2 Organizational' steps

Organizational procedures are necessary; as a result, in order to follow organizational principles, a person must follow the moral or ethical guidelines that have been developed in light of the situation. The organizational theme also makes reference to an organizational structure or mode of government. Although organizational and management words can be utilized in research studies to aid in better understanding, public administration is more usually employed to apply the implications of the system of governance. Practically speaking, school-age children should be introduced to the legal and moral foundations of the country, as well as the tribal correlation of traditional culture and organizational structures of family heritage. When teaching and learning moral education through LO, the organizational system can be built up as a school learning program or curriculum that must be taught, gained, and implemented by students throughout their entire lives. Additionally, the curriculum or the school's learning program can be taught or conveyed through discourse between the instructor and the participants. While participation in data collection is a given in research studies, alternative techniques are also used, such as interaction with participants.

4.9.3 The Research participants free will in dialogue and communication

After the familiarization with the appellants, it is important for the researcher to socialise with all the research participants so that she/he can paves a way to a friendly dialogue. Reason being, friendly dialogue with the research study participants shows the level of held relationships between the researcher and the participants while paving ways of openness for required data collection among the appellants. In this stance, the researcher is often called to humbleness and good moral behavior in the research field unless she/he loses trust among the participants. Therefore, after data collection the research will take the full responsibility to keep and protect jealously the collected before passing on its analysis.

4.10 Data analysis

This study is concerned about issues of Moral Education in Public Schools considering Opportunities and challenges that can be confronted by schooling learners toward drugs abuse or being in possession of dangerous weapons at Bechtel High school. Thus, qualitative research uses methods that render the research study to be more scientific therefore universal, standard therefore accepted by all.

However, this is undoubtedly to say that children's interpretative skills and visual ability's limitations on the studies variables can gradually be ineffective when the child is asked to interpret her/his own drawn, written or chosen figure for the research study. In other words, the child can explain and interpret in a broader way informants own instructive generated handwork than any other person (Cohen, Manion and Morrison 2017)

The concept that qualitative research studies social and human issues while employing diverse approaches to gather data necessitates the interpretation of variables by the informant in the research study in a broader fashion. This involves the use of various tactics to impose validity. In light of these considerations, the researcher should connect with respondents while utilizing a variety of research methodologies for data gathering and study advancement (Lubadi 2017b). Therefore, before engaging into data collection for the research study, the researcher should envisage future problems to be accounted in the research course through Methodology assumptions. One of multiple approaches used in data collection is Methodology assumptions as forefront description of the research backbone plan and plan which will be set up to determine the research's findings drawn from what, why, when and where functional point of view which emanate from the research questionnaire. The functional approach which emanates from the research questionnaire in this study's assumptions will rely on the challenges of teaching and learning Moral Education within the LO curriculum handling.

4.11 FUNCTIONAL APPROACH

4.11.1 The challenges of teaching and learning Moral Education within the LO curriculum

This part of the study is an attempt to address the issue of functional approach the examination and observation of individual schooling learners in KwaZulu-Natal Public Schools within their existing and changing environment and can they adopt their Moral Behaviour and drug usage. Functionalism or functional theory can be viewed as one of research methodology used upon a relational examination and punctual observation of the world around us. Giddens (2000) opine that functionalism can be explained in terms of what is happening in our ecosystem but, it can be clearly explained to the community only through social events that happened in the ecosystem. Therefore, the use of epistemic, objective and scientific research can disclose ongoing progressive humankind's will of observation which leads thereafter to scientific analysis, approbation as well as to a generation of new knowledge. In addition, he/she believes that all along the science historical progress show that the fulfilment of scientific function is based on the problem-solving.

Therefore, believe during the scientific progress it has been shown that every scientific function, social economic pace

recognition and truth can only be related to the ecosystem in which it has been found and time. In the same way, the ways problem solving was used in past educational system were thus considered as best in that era. So today, problem solving, and ways of moral education and other curriculum teaching have proven that today's educational methods and problem solving in education have should methodology used in the pass decades seem to an old scientific paradigm.

4.12 Research paradigm

Before extending our knowledge on the research paradigm it would be better to analyses and describe the meaning of the term paradigm. So, what a research paradigm?

The research paradigm is a type of adopted research pattern that is combined with diverse methods of investigation which dictate the nature of the research, the research techniques that lead to the search of problem solving within the community. The aims and purpose of using research can be either utilise in to build a broader understanding of critical issues concerning the young adults ethical behaviour in light of the effect of LO curriculum; motivated by the desire to promote ideology against dominant actions and system as well as to pave ways to better changes. Therefore, it is important to consider that every research focuses on potential change. Quoting O'Leary, (2017) (Carrigan *et al.* 2017) describes three sorts of research as follows:

4.12.1 The Basic Research (known as pure research)

Being part the action research, the Basic Research is one of research approaches that attempt to drive the desire to expand knowledge than to focus on the situation improvement. Basic Research is also one of research that generates new knowledge in both applied Public Management and Business administration principles.

4.12.2 The Applied research

The Applied research is also known as evaluative research that focuses on the goals and approach of the given study's outcomes while using research evaluative method upon faced challenges. Applied Research is often employed in both social sciences and merely in the scientific Research.

4.12.3 Emancipatory research

Finally, Emancipatory research is part of action research which exposes and changes the dominant system or ideology with the aim aims that lead to freedom of those who are oppressed. Due to its vital campaign, Emancipatory Research is also known as participatory technical research because it offers means liberation tact. The research paradigm is one of method used in research study to set up orderly limitations and findings protectionism that leads research to seek and base the interpretation social study genuinely according to the appellants'views. Whereas people have different perceptions of the world in which they live. The bottom line of the issue is that, with no doubt that is why there is room to the role played by subjectivity in this paradigm. The participatory technique leads to the involvement of respondents or inhabitants of the

studied communities because they are information custodians while also being the masterpiece of knowledge construction of the study's phenomenon. Thus, when the researcher offers the opportunity to the respondent to disclose critical or positive issues of their community, they then own the study research while upholding and valuing participatory research and validity in a sense.

The study at hands will use subjective paradigm enquiry which will be used likely drawn as an ontology concern. On the other, teachers will also have approached to interpret the research inquiry paradigms and the research techniques which have been allocated above in this chapter for this study. Lubadi (2017) stated that "unlike other research techniques, participatory techniques place all-embracing the importance on the non-academic, home-grown information.

Every research methodology should consider the techniques, methods, and data that will be employed in the study, both known and unknown. Creswell, Ebertsöhn et al., (2019) elucidate that home-grown information of the people themselves lead people to act upon their ontology concerns and seek answers on what is real in their social world (epistemology) and apply suitable solution to the problems (Creswell and Creswell 2017). In this study, as far as education is concern on one hand learners will be approached and interrogated upon their experiences concerning moral behavior with or not consuming dagga.

Moreover, the ontology (what can be known) of schooling children consuming dagga should be assessed if in their world, it is believed that dagga brings new personalities, strength and vibrant attitude to the consumers. The research assessment of Bechtel High schooling learners on their moral behavior within decriminalised weeds nation we lead us to the needs of epistemological enquiry (it means that the study will question the nature of knowledge and how it can be acquired). Without being short of arguments, the study will also enquiry on:

- The purpose(s) of the study
- The audience to be involved in the study and their characteristics (respondents)
- The goals of the research
- The nature of the research

The research methodology will be used in this study to underline schooling children's experiences as witness of the daily anti-social displayed behavior, criminal offences, and dagga decriminalisation's generation. In addition, schooling learners from Bechtel High school will be given opportunity to hold power of witnessing their behavioral experiences regarding their behavior by being acts of misconduct, smoking cigarettes, rape, underage drinking, theft, property crimes, Wonga usage, robbery, and dagga usage and delinquency and truancy or not. This study will use participatory methods which allow respondents to interact with the researchers to enhance participatory based methods which can reveal vital data collection. In the process of seeking for data collection through enquiry, this research will use the drawing prompt (drawing pictures, photograph usage guide) which assist appellants to produce data using visual arts and Arts based methods.

4.12.4 Visual Arts-Based methods

After employing photographic surveys to help researchers classify and assess the quality of housing based on the environment. However, images are a crucial visual tool in social research (Harper 2002). Outlining the past-present history of the study of Visual Arts-Based methods is one of methods that were used through divers' methods in the research study of youth's identities to add to the verbal interviews. In the same veins, on one hand Visual methodologies can be used on any population to allow participants to express their ideas (Bagnoli 2009). While on the other, Visual Arts-Based is part of data Qualitative approach and analysis subject to a proper interpretation of meaning through the analysis of pictures or pain. O'Leary, 2020 by the way restates similar idea that Visual analysis involves analysis strategies rather of images than words. It is true that visual -Based Arts is often observatory and profoundly engrained nonverbal analysis of picture or any handwork that ends in a solution finding of social economic situation.

In Life orientation teaching and learning and precisely through Life Skills training because it aims on equipping learners to acquire and practice life skills which empower learners to be responsible and skilled such as personal and social well-being to participants' opportunities to express freely their feeling and their world perception. Lubadi, 2017 propound that Visual elicitation implies the use of drawing, photographs, filming, sculpture, painting including other methodology that cat produce data in the form of visual. The paradox of the issue pertaining the use of Visual elicitation seems to exclude the implication of ecosystem's realities and their prompt motivation to visual methods accessibilities and useful paradigm for data production in form of visual. For example, if a qualitative study wishes to avoid any heretic interpretive approach. However, taking into consideration of sensitivity of issues, this qualitative study will consider visual elicitation to produce vital data drawn from visual methods of the ambient arena's picture.

Arguably, visual methods focusing on the ambient arena will consider data produced by respondents from their close ecosystem of the sky view, the winds across the Sea (a river), the crowd or trees in the park, local tradition and culture...Moreover, visual method can include virtual conferencing, teaching and learning as mode of education. Importantly in the era of Covid 19(I call C19) as many countries across the world were taken by surprise in respect of the Social Distancing (Basdav, Haffejee and Puckree 2016) rules. Whereas the Social Distance guidelines seems to have disrupted the teaching and learning system while breaking down the majority of education program's ability to attain the goals due to the guidelines imposed by C19 spread intensity. Therefore, how guidelines imposed by C19 can spread.

4.12.5 Education and national Heritage

Even though the South African government offers education opportunities to all the children without exception, there seems to be challenges to be overcome in terms of reaching the United Nation motto of Education for all'(EFA) as stressed by Lubadi, (2017). Regardless of the types of visual teaching methods and national Heritage education quality of education offered across South Africa seem to be teaching and learning obstacles. Therefore, the teaching and learning system seem to show that there are obstacles that hamper the academic attainment for learners. One of striking issues is the sudden disruption deterioration of educational sets by calamities or any unprepared events. It can be suggested that due the unprecedented unpreparedness' of Nations against the C19 and other pandemic that Virtual Permanent Education (V.P.E)

can be envisaged. It seems like most traditional and secular schools do not involve or plan for the establishment of VRP system in both national and international schooling system to encompass the pandemic threats in education. Moreover, it has been seen that it can be difficult to set up a Virtual Educational System (V.E. S) for all if the continental or regional educational system in each country and continent are not unformalized. Also, the fact that traditions and culture differ from one region to another up the continental level in combination with different arena such as in:

Public Management, Business and Economics

Agriculture and nature conservation

Health and human capacity

Therefore, most qualitative study emphasizes on observation, fieldwork, and academic text. This study as participatory qualitative research which will consider visual approach to investigate the combination of picture drawing, painting, photographs, analysis and the survey approach to produce data. To approach used in qualitative research to produce data can be conducted with assistance of selected appellants through the Sampling Procedures and population. The study at hands will evoke moral education among learners drawn from different schools, grades, races and background. Given to the centrality of this issue, racial diversity among respondents in these schools would be one of factors to be taken into consideration. This sensitivity of the issues will be addressed through participatory methodology usage that will be combined with the research questionnaire and the support of the drawing prompt to incite participant's visual participatory approach. The following part of this study will attempt to address the issue of Sampling Procedures and Population.

4.13 Sampling Procedures and Population

Prior to employing sampling methods and population as the focus of a research study, decisions on the location of the field research site where the research will be done were made. The researcher specifically considered practical means and tactics of ongoing online engagement with respondents during this period of C19. Whereas, for a qualitative research project, tactics of ongoing online communication with respondents evolved technology skills in both the participants and the researcher. The study also employed a study design that recommended ethical guidelines for appellants and the respect of the veracity of the data collecting methods utilized for hard copies and those obtained online. For validity and trustworthiness of the study, the consent through informed consent and the approved gate-keeping were necessary for the study. However, it is the task and responsibility of the researcher to gain access to, anticipate the number of participants who will be contacted, and negotiate with them to participate in his or her study. It may be countered that study and research participants will adopt a paradigm model that emphasizes the significance of what they see and understand in their ecosystem and involves observation and comprehension. Working with an either a single person, a group/a team or people and community members does not mean that the researcher is aware of their experiences. Therefore, the Sampling Procedure and chosen population has a non- probability stand in the study. Underlying argument in favor of using Non-Probability Sampling is a qualitative research study implies the researcher 'subjective judgment and expertise. In fact, the researcher's expertise and observation will lead her/him so that she can avoid the ignorance of the use of random selection. Therefore, when the researcher is then motivated by the principle of choosing its own sampling procedures and population thus, selected research members cannot be known though that they will be given equal opportunity to produce data. Lubadi, (2017) assert that due to time or cost considerations non-probability is one of useful simple research approach used as a pilot survey that uses small sample to alongside a pre-determined sample taken into comparison for sake of data finding. Both in research and Business or Public Management and researcher's discretion knowing how to measure the

cost and time imparted to the calculation of various operation and cost ratio related to the vision can be very important to avoid failure. Bedsit, (2010) cited by Lubadi, (2017) in the same veins avers that in purposive sampling the researcher's personal knowledge including her/his discretions and experiences will guide the study and avoid it to be generalized. For simple reason this study will use schooling 15 learners and 3 teachers from each school and both girls and boys drawn from Bechtel High school to sum up 30 learners and 6 teachers. Given to the centrality of facilitating smooth communication between the researcher and the appellants, in order to avoid any presumption and misunderstanding during data production participants could communicate in English and Zulu or French and Swahili. It would be important to stress that French and Swahili being foreign languages in South Africa would be accepted for holistic data generation if Refugee or other foreigner students may be part of this study. The sampling procedures and the selection of Population research study seem sometimes a confusing exercise for new researchers in the academic arena. For this reason, it would be important to elucidate the following research terminologies according to Giddens, 2000; Census is one of:

4.13.1 Census approach in research study

Census is one of approach which operates with small portion of defined elements or an overall of population group. The census 'operation in the research study does not resemble to the sample approach.

4.13.2 Sample approach in research study

The sample procedure is one of method that is exerted through the representation of subset of population made of defined class of members, objects, or events. The main theoretical premise behind 'Sample' procedures are that even though that the study has to focus on the behavioral study of a given population. It would not be easy to select all the country or area's population rather, it is permissible in research to select a defined number of populations know as s sample which will produce data to be considered as the resultant upon the study.

4.13.3 Sampling approach in research study

Sampling is a process of selecting a portion of population in a small inclusive portion of population meant for a research study said Giddens, 2000 and O'Leary, 2012. The bottom line of the issue concerning how to draw the 'sample' lies on the methodology to be used for the study as well as the availability and nature of the research study in which the researcher is engaged in. Due the concerns over diversity of the moral behavior among the participants the study will use 30 learners and 6 teachers drawn from these two different schools. Therefore, participants will be asked to draw and write their daily moral behavior experiences at school, at home or within their community. Drawing prompt is part of careers and career choices (Lo4) therefore it is also a skills preparation task through which the learners address their daily moral behavior experiences in context of macrosociology. Moreover, Microbiology's lens is one of particular study concerned with the study of large group of people or a large society. Drawing prompt on these arguments can leads 36 participants to draw a single picture through which they can express themselves through drawing go-between and indirect speech expressed under the given topics for larger societal that has different meanings and genre. Lubadi, 2017 opine for this reason that participants have different ways of judgment and perception of the world around them, for the simple reason that the paradigm role is more related to subjectivity. Therefore, this study will be conducted with the support of participants selected through the Sampling Procedures and Population.

4.14 Data Generation methods

Data Generation methods can be used in both quantitative and qualitative methodology. Therefore, it is important for the researcher to make a clear decision concerning two major concerns. The first major concern leads the researcher to identify the Data Sources and, the second major should focus making the distinction between Primary and Secondary data sources.

4.14.1 Primary Data

It is importance to note that primary data can be obtained from the original source of information. In fact, original source can be a kind of source obtained from visual, oral or lived phenomenology including gesticulating uncensored communication memory.

4.14.2 Secondary Data

While the later can be acquired from interposed potential elements, objects such as pictures, the nature observation, questionnaire and interviews including the drawing prompt. Moreover, the paramount concern when seeking primary data using qualitative methodology as well as selecting participants and generating data, exploring new topics according to people's belief and behavior or phenomena. Groups play a basic role in the development of the social nature and ideals of people. Primary groups are those in which individuals intimately interact and cooperate over a long period of time. Examples of primary groups are families, friends, peers, neighbours, classmates, sororities, fraternities, and church members.

These groups are marked by primary relationships in which communication is informal. Members of primary groups have strong emotional ties. They also relate to one another as whole and unique individuals. In contrast, secondary groups are those in which individuals do not interact much. Members of secondary groups are less personal or emotional than those of primary groups. These groups are marked by secondary relationships in which communication is formal. Members of secondary groups may not know each other or have much face-to-face interaction. They tend to relate to others only in particular roles and for practical reasons. An example of a secondary relationship is that of a stockbroker and her clients.

The stockbroker likely relates to her clients in terms of business only. She probably will not socialize with her clients or hug them. Over and above, it has been cautioned that the pertinent concern in data generation is to acquire accurate data from individuals and places (Basit, 2010; Creswell, 2005; Robin, 2011; Springer, 2010 cited by Lubadi, 2017).

With regards to the enhancement of participants' vital participation, this qualitative study research will also uplift the advantage of the qualitative research Approach through the combination of the art-based methods (using drawings) and the group discussion. Various approaches have been proposed to elucidate the meaning of group discussion therefore, it can be said that group discussion is one of means for the concretisation of the art-based methods; thus, it is indeed the emanation of the research study primary data. It is pertinent that combination the multiple visual approaches with various

qualitative methods to enhance the validity of research study's data. Motivated by the principle of a suitable way which can enhance the validity of research study's data, at initial stage of data gathering by schooling learners from Bechtel High schools. About the present needs, using a suitable language and plausible explanations participants will be asked to produce drawings and answers based on the drawing prompt and research questionnaire handed over to them. As part of my field notes and help to readers' contextualization of schooling learners' experiences. I will take notes of held meeting in school as well as taking photographs around the two schools in the eThekweni Municipality. The next section will consider the advantages and the advantages of using drawings in a qualitative approach.

4.14.3 Drawings

In past decades for the sake of Primary Data generation most Qualitative Research did not use much of visual art-based methods especially with the use of drawings and photographs. After many years of neglect, drawing and picturing methods were first of all used in the research study in specific domains therefore, today the use of effective video design, gestures/mimic, caricature, copycat, and diagram presentation.

Drawings have been utilized in research studies for a long time as a visual participation methodology, and according to De Lange, Mitchell, Stuart (2007), Khau (2010), and Leitch (2008), they continue to be employed in social studies today. When conducting research with young people, choosing to use drawings can help them reflect, interpret, and ultimately comprehend their physical surroundings. There are three main arguments that can be advanced to support the use of drawings and visual approaches for Data generation in qualitative research study:

- Drawings produced by appellants based on their personal experiences than wording can be considered as vital primary data production way of an interpretative paradigm because of being produced through people's life context.
- Drawing approach open multiple facts of the author's conveyed message readiness considering readers 'individual's status and experiences.
- Drawing offers a wide range of potential participants' perceptions, conscious and lived experiences.
- Drawing in Qualitative research study is one of approaches that extend the meaning of readers' highway of communication and the reduction of hopeless assumptions.
- Drawing has an advantage over other visual methods; thus, it offers a way of exploring on one hand the multiplicity and on the other the complexity of humankind's 'experiences (Horne et al, 2017).
- Drawing to the idea of using drawing, painting and photographs as a form of schooling children's expression, young people experience of failure to read wording texts can be avoided when interpreting and reading the message conveyed through the drawing prompt. Leitch, 2008 upon the preceding statement assert that when children use the drawings in research study it facilitates their reflection and dissipate in safe way their unknown difficulties.
 - Drawings for schooling children can facilitate them to express freely about their wellbeing, inherent vulnerability, strength or social economic status.

In the same vein, drawings can reduce the cost expenditure related to the research study and the participants' expressions with limited literacy skills, physical abilities and sights. Lubadi, 2017 was equally candid he said that drawing can be powerful as visual metaphors and can speak very strongly to overcome narrow knowledge and language obstacles.

Drawings provide insights and wider meaning to readers through signs and symbols that are not expressed through spoken or written words. For the young people, to be given the drawing, painting and picture selection in order to express own lived experiences it is mental (introspective) exercise as an intellectual expression. While the use of research tools by potential youth respondents can also provide a platform of extrospective exercise which often walk side by side with the introspective human faculty that leads the appellants to the production of research data. Moreover, the appellants' data production dependent on the motivation exerted through the researcher's attitude and the interest attached to the research study presented to the potential participants.

Mullins, 2010 asserts that the internal cognitive (the introspective) is one of methods that can be used in order to assess individual's the motivation. Therefore, drawings, painting or picture collage can be pertinent for the researcher and the potential participant to be comfortable and unthreatened while engaging themselves in assessing the metaphoric language of visual elements or in finding of suitable tools for data collection in their research field. Therefore, the understanding of individual motivation can only be drawn through the understanding of what individuals feel and think says Bangura, 2018.

Particularly, teaching Moral Education in Public schools at Bechtel High school can predict the expected behavior and the feeling of LO taught learners. For example, among LO taught schooling children from a single public school or classroom and teacher there can be found in hand some well-behaved and well-mannered children while on the other there can be also the most disrespectful learners. It is true that child behavior is one of particular parents, teachers and the society at large concern. As a matter of the whole society concerns, children unbecoming behavior seems increasingly to be a serious concern for most South African schools. More often it has been remarkably said that the later child's attitude can be blamed on teachers who are believed the public that they don't know how to teach moral behavior to their learners. Maphalala and Mpofu (2018) alleged that values education the school is principally entrusted to be a source for teaching young people's moral behavior and build their ethical and moral consciousness as good citizen. A striking side of Children moral in the society shows that through the former the child behavior is often credited on the parents who are praised for their bravery of imparting children's good moral behavior

4.14.4 The respondent's cognitive abilities and the drawing prompt

In any given research study that uses visual approaches, it is important for participants to behave accordingly before engaging themselves in readily motivation of reading the content elements through the cognitive faculties and then apply the theory upon it. Bangura, (2018) opine in cognitive approaches the theories of motivation are often divided in two principal theories known as content and process theories. For pre-study the preceding outlines bring up Maslow's theory which evoke the emergence of hierarchy as physiological/cognitive needs as one of ways to consider social construct/hierarchy, materialism/food and cloths, beauty/aesthetic, cognitive, and moral for self-actualization.

In this study, the research will help us to understand both the content and process theories, the social construct and the moral behavior of Bechtel High school's learners as anchored under the LO curriculum. Therefore, materialism can gradually enhance human needs through cognitive whereas cognitive can enforce the nature and materials 'aesthetic values. While this theory asserts that the enforcement of the nature and materialism needs can result into self-actualization and the concretisation of human imagination and self-determination.

This study will thus, analyses the self-determination of respondent and schooling learners through visual Arts-Based as a participatory approach and be expressed through drawing upon moral behavior in public school of Bechtel High school. Lubadi, 2017 postulates that Visual Arts-Based is way that leads to the people's empowerment and research engagement. Moreover, the use of image and photo collage can mobilise a set of informed background which mixes the physical and mental abilities and the level of the respondent's understanding of the research question including the drawing prompt.

In line with the above, the self-determination the concretisation of learners' imagination will be drawn upon the prompt handed over to respondent learners who are schooling at Bechtel High school. This level is concerned with the prompt as it reiterates the importance of concrete expression of respondents' imagination and representation of their lived experiences in line with moral behavior in society through draw and writes method.

Additionally, as an open conversation between the appellants and the researchers the former will be guided and stimulated through a prompt which offer them a guideline. While on the other the later will interpret the drawings and pictures provided during their interactions. He (Lubadi) added that the aim of using prompt is to guide respondents on the procedures and methods of drawing up a picture and photo collage; thus, the drawing quality will not be considered rather the procedure will be taken into utmost consideration for every drawn picture.

Importantly, the researcher's assessment and the examination of the drawn pictures and selection will take into consideration of the expression and information depicted through the reading of the produced picture in the study context. The drawing in relation to the produced pictures and drawings, learner does will be asked to explain by writing the drawing's meaning and context. For this reason, learners will be given a time frame and opportunity as well a prompt that will guide them to draw their experiences on moral behavior as LO learners at home and at home. This study will thereafter consider the importance of presentation of the different drawings to the respondent members for the group discussions.

4.14.5 Focus group discussion/Group work

The aims of using Focus Group discussion also known as group work in a qualitative study are to deepen examination and the understanding of the studies issues. Focus group discussion provides the ground for pre-selected 6 to 8 participants to open a debate and discussion under the he established working rules and principles offered by moderator's guidance. Focus group discussion or Group work approach can also be employed in the context of social professions, psychological observation, peer education, pastoral counselling. Moreover, the group work is employed within the social work context, the youth work, counselling as well as for therapeutic settings (Garvin, Tolman and McGowan 2016).

Due multiple faces and moderation skills 'exigencies to carry the Focus group discussion or the group work, it would be very difficult dress up the limits and the broad extent of the group discussion's nature. The above added that for the Resultant Data to be relevant to the research questions it is pertinent for moderator to be able to Plan Group Process.

In addition, the moderator's capacity to organize and lead a focus group discussion session contributes to the completion of the study's requirements through participant-led open discussion. The reader may not be aware of an individual bias, a conflict of understanding regarding the research questionnaire, or a monopolization of the data misinterpretation's assumption when a focus group discussion or group work is guided by a single moderator.

Group discussion or group work is one of well-planned and organised research approaches used in each group of specific participants for detailed analysis and of the research study posed by study's relevant questions. Moreover, (Testi *et al.* 2015) group discussion that uses pre-selected participants in an interactive discussion under a trained moderator for the study of given issues. Participants are also known as respondents or appellants who make an interactive discussion upon a given study issue under the guidance of the researcher(s). Additionally, focus group uses pre-selected participants in an interactive discussion under a trained moderator for the study of given issues, (Bailey, hunter, and Henning, 2011)

In order to understand or attain the expected truth and acquire the materialization of the ontological realities of learners' moral behavior at Bechtel High school Focus group discussion will be used to attain the meaning their ontological question concerns through interactive discussion upon their moral behavior as LO schooling learners. In support of this the idea of using qualitative approach in order to provide an in-depth understanding of the research issues on Bechtel LO schooling population 'context in which they live.

A number of maladaptive behaviors and cognitive processes, including psychotic symptoms, childhood trauma, and negative affect, are associated with the inability to successfully control one's emotions. Research on emotional stability, emotional regulation, and potential wellbeing-boosting methods is needed in light of the recent global rise in anxiety and depression. The purpose of the study was to investigate the effects of Metta mediation on emotional control as well as additional potential advantages of Metta mediation on emotions and wellbeing (Daly 2020)

4.14.6 Focus group discussion/Group work

According to Lubadi (2017a) focus group interviews are "the process wherein data is obtained through interviews with a group of participants, often four to six". Focus groups are more efficient and suitable for this study because individual interviews are unable to detect the issue under investigation. A focus group is therefore both an interview and a hypothetical debate about a certain research topic with a predetermined group of a few applicants in order to collect data. One of the roles of conducting a focus group is to ensure and promote the accomplishment of the study's goals.

The aims of the gathering were to decorticate and elucidate the findings of the meanings portrayed in the drawings. After the school and parents' approval of the appellants' participation in the debates, it was anticipated that they might feel uncomfortable in a face-to-face contact discussion. Due to the ongoing fear of the C.19 pandemic and the fear of disclosing their problems during the debate sessions.

For the participants' trustworthiness, the researcher agreed with participants to ensure that the session may be held through social media, recorded for data collection, and, after agreement, each appellant was offered enough airtime for full participation of a group of 4-6 participants for each session. Then, each participant was asked to hand over the drawing and the explanation copies to the school for collection by the concerned researcher.

4.14.7 Traditional culture

Traditional culture is part of human social realities that can be considered as the sum of belief and deeds of a given society. Traditional culture starts in the family, the community then it goes elsewhere with either similarities or wide differences in common repeated behavioral sets which can sometimes attended to or not. Whereas, repeated and regularly attended to communitarian practices and deeds can result in native heritage. Given to the fact that when communitarian practices can be protected through practices and conformity even if it is not written it will gradually educate and influence every growing child's moral behavior according to the societal established norms.

It is important to stress that it is emphasize that cultural values, practices, norms and imitation and fidelity are not taken for granted at the early age for imitative practice. Importantly, acculturation as contrary fact to the internalization as of act that influences the protection of local cultural treasure's growth. Therefore, it is noticeable to stress that in some countries, where rigorous influence of the local cultural sites/deeds protection and practices shows more protective strength and value growth it tends to religious, heritage worship or taboo. When religious influences and traditional practices tend to overtake the legal law and the role of traditional value it can tend to cultural and moral behavior's disorientation of both the youth and adults. Especially, when the majority of population's freedom tends to be obstructed by unwanted traditional rules educational institutions, parents as well as the government will struggles to better children behavior and academic achievement. In addition to this, there have been over decades across the world child behavior, acculturation and academic disruption through family forced immigration, marriage between parents of different race and origin including deportation and war. However, broadly speaking the ontological questions is concerned about finding the truth but, according to the relativism of science it seems difficult to reach out absolute truths.

Moreover, it is often believed that eyewitness can offer preponderant truth on the human conceptions and actions. Therefore, there is a different way of contradicting this reality because the conception and interpretation among the eyewitness of the same scene presentation can differ from one member to another.

For this reason, focus group interviews as process whereby data is prompted out through initial understanding of individuals 'speech, behavior, beliefs, the communitarian will be initiated by the moderator in concert gate keeper and the research assistant if there will be. However, to ensure the achievement and reaching of the goals of the study. The concert and verbal expressions related to the studied issues in this study will be conducted as a supplement approach of data collection method upon the drawings produced by each appellant for this study. Lubadi, (2017)'s views rest on the assumption that focus group discussions with the same number of respondents offer more insight and application more than what the in- depth interviews. Reason being, focus group discussions allow members' interference on other people's comment on the drawings produced by other participants (being used as source) 'meaning beyond draw and write exploration, analysis, explanation and assumption. The drawing and write exploration, analysis, explanation and assumption will lead us to data analysis.

4.15 DATA ANALYSIS

4.16 Scope of working with Data

Particularly in the UK but also more broadly, data sets from qualitative investigations are increasingly being archived in digital archives and made available for reuse. These archives offer researchers the chance to do secondary data analysis across several, combined qualitative investigations in addition to giving them the chance to re-analyse discrete data sets using different conceptual, substantive, and analytical preoccupations than the original researcher(s). Mason advised spending money on qualitative research, particularly longitudinal ones made to collect information for later analysis. While acknowledging the value of comparing cross-sectional data collected at various eras, longitudinal data were praised for the unique opportunities they provided for studying social development (Davidson *et al.* 2019). The scope of working with Data is one of multiple part and researcher's duties of seeking scientifically solutions in humankind's life.

As rebuttal to this point, it could be argued that the first of the researcher should draw distinctive approaches enter into a collaborative and participative partnership with the respondents. In addition, collaborative and partnership with respondents can be enhanced through the report establishment with the appellants through interviews or through media. The underlying argument in favor of the establishment of a collaborative and participative partnership with the respondents can be embedded with a will that leads to smart management with the group discussion for data collection, analyses data that aims of creating understanding. Therefore, in research study there are no good or bad methods for different situations and methodology. Data production is one of researcher combined psychological and physical tasks that is in demands. There are multiple tasks that prevail in research know as methods of data collection such as observations and evaluation, audio recording, field notes, drawings and picture collage. Observations can be used in research study at the first visit and glance of site research. For the researcher, observation is one way or another to understand profoundly heathen problems and Data to be collected on the research site. While evaluation as part of deepen reflex ion and interpretation on the research site' situation thus, information will be noted within the field notes (Patton 2014).

In the same vein, the use of recorded audio can facilitate, and complete Data collected from Drawing and photo collage for analysis and the qualitative interpretative paradigm. To avoid any Data loss or misinterpretation, data will be kept in a USA and the research own E-mail box after being interpreted by an assistant. As a trained and qualified Sworn in interpreter, Data collected in languages other than English will be translated by myself from Lube, Swahili, or French to English. Therefore, Data produced in isiZulu with be interpreted by and assistant. There seems to be no compelling reason to argue that seeking scientific solution for mankind's life throw down a powerful challenge to researchers' needs of being always skilled for data ordered actions and non-biased interpretation. Reason being, none of unfounded research finding bring up plausible solution to humankind's thoughtful solution. The role of researcher can undoubtedly to know how to collect, compile/re-arrange, manipulate set up valuable judgments and then expose the findings. This study will use multiple methods to collect data using different methods such as observation, documentation, interviews, focus group discussion, audio recording and drawing. When I will explore the antecedents of the scope of working with data, this study will keep truck of the study progress using transcription, audio recording including the field notes which can be converted into text data. However, in collaboration with an assistant Data collected in Zulu as one of local languages will be translated and transcribed from Zulu to English.

4.16.1 Data Analysis techniques and the roles of the researcher

Lubadi (2017), quoted Cohen et all (2007), avers that qualitative data analysis consist of using lived experiences, Group discussion and plausible account under a number of regulated data which explain the real meaning of studied subjects. Group Discussion in this phenomenological study will elucidate what have been the schooling children at Bechtel High

School's Effect of LO in their lives in light of Opportunity and Challenges as 'lived experiences in society. Over and above, the researcher's role is to engage in coordination of the research steps to be followed and the duty to manage and monitor the research procedures, participant's inputs and the imparted working time. Qualitative data analysis involves organizing, accounting for and explaining the data so as to make sense of data in terms of a participant's definitions of the situation, noting patterns, themes, categories and regularities (Cohen *et al.*, 2007). Additionally, the purpose of analyzing data is to extract meaning from data generated and transform these into findings. Check and Shaft (2012) also defined analysis as the "technique used to search and code textual, aural and pictorial data and to explore relationships among the resulting categories". This study used various data generation methods and thus generated textual, aural, and pictorial data and demonstrated comparisons, contrasts and insights generated from data, as argued by Burns (2000). This research study is phenomenological research and explains the lived experiences of girls in relation to their education. Data generated was analyzed to gain understanding of the meanings that learners make of their real-world situations, relating to the issue.

Therefore, using Data analysis techniques for collected, transcribed or converted data will be analyzed and reduced while keeping its concept, information or strip data from their context (Lubadi, 2017). There is ample support for the claim that the researcher will identify the collected Data and thereafter undergo the thematic analysis of the Data acquired through questionnaire, observation, drawings and interviews. Beside the observation it is capital to analyses data generated from interviews, observations, focus group discussions and the drawings. Data will be generated analyzed after interviews, observations, focus group discussions and drawings in the form of text/explanation in light of the research needs shared by respondents. The research needs will be exhausted by respondents through interviews and explanations of the meaning of their drawings on given piece of paper. Noonan et al (2016) argued that write, draw, show and tell (WDST) is one of inductive and deductive approaches which use the Physical method. Moreover. Activity Promotion Model (APM) will be used as thematic framework for further emerging themes of the study.

4.16.2 Technical Considerations and avoiding harm

"To respect the rights, privacy, dignity and sensitivities of the research participants and the integrity of the institution within which the research took place, ethical measures had to be considered says Lubadl, (2017) "The Ethical consideration is a research study tour guard that set up a limit to plagiarism while offering a swift break to Turn tin work processing method.

De Vosel et al (2013) in the same vein assert that the ethical considerations promote the ethical compliances on one hand, and it set up preventions of possible harms to participants while procuring anonymity, and confidentially. However, during the course of study, participants will be informed that they are free to participate or to decline their participation. In the case of impossibility to reach out a research site or a potential participant, the researcher will inform the supervisor and then if given the permission she/he can eventually apply to another corresponding research site to continue with the study, same principle can also be applied for. Moreover, it is the duty for the researcher duty to inform participant of the eventualities that are unknown and that can occur unknowingly. For this reason, the research is not allowed to cause any psychological or physical harm to a participant and vis-versa. Otherwise, it is important to note that the right of the participants should be validated at instant during the course of study, (Babies, 2007).

4.17 Informed consent

The previous sections it was elucidated on avoiding harming the participants and how participants must make their participation choice willingly. In this study, the question under discussion is emphasis on the aspect of informed consent which clarifies the goals, dis/advantage to which they can be exposed to and the implications of the study while stating on the participants' roles and rights as they participate in the study.

In addition, these aspects form part of the informed consent evoke the trustworthiness of the researcher, be rendered to prospective subjects or their institution (Lubadi, 2017). For the realisation of the study, consent letters will be distributed to 30 participants who wish to participate in the study willingly. Notably, students aged 18 and over will sign the letter (written in English and isiZulu) of participation while parents and guardians of the younger participants will sign for their participation in the stud

4.17.1 Permission.

This study will be conducted under the permission of the DUT Ethics Clearance Committee, the principals of the two schools where primary Data was collected as well as the Department of Basic Education of Kwa-Zulu Natal in Pietermaritzburg.

4.17.2 Anonymity and Confidentiality

In this Corona19 pandemic era and any time of the research study it is imperative to protect participants. Importantly, the researcher has the duty to protect all the participants equally in what is concerning their right to privacy, anonymity and confidentiality (Cohen, 2007; Creswell, 2009; Robson, 2011). Robson (2011). Following the preceding, participants' protection in this study will include not only anonymity to participants rather it considers the confidentiality and being very concerned about the Covid 19 social distancing tabled and planned in consecration of: Appellants not to meet face to face each other or with the researcher in respect of Covid 19 rules, regulations, and the distancing obligations. Rather, meetings will be arranged with the school's settings. Moreover, all appellants individually if in group discussion will be advised at beginning of the research study participation not disclose their Pictures, Drawings and explanations, their identity, their schools, and names except and their grades Instead a pseudonym was used.

4.18 TRUSTWORTHINESS

To ensure Trustworthiness of the study, it is required to ensure that the researcher's assumptions lead to a significant finding that are connected to the appellants 'experiences that will converted into Data generation. Lincoln and Guba, (1985) propounds the view that ensure the study's trustworthiness in line of dependability, confirmability, transferability and

credibility.

4.18.1 Credibility

Credibility is an analogue to analyses and accreditation and verification of fact to ensure internal validity (Lubadi, 2017). Credibility is analogous to the research study added values. For this study to ensure credibility in the use of several methods will be used through triangulation including audio record verification visitation, field notes, members checking, and verification with participants.

4.18.2 Conformability

For this study, Conformability will be employed to ensured vital research provision which produces the study's expectations. Therefore, for this study's findings confirmation, this study will use verbatim or words to words as produced by participants. The participants' direct words and artefacts will be used verbatim to avoid bias in the research study

4.18.3 Transferability

Transferability is another criterion of trustworthiness based on the scientific contextualization and the literature comparison of findings. Transferability in research is one of useful research practices that can set up applicable perception that is combined with inquiry that enhance the correlation of universal knowledge Sines (2013), assert that transferability uses manifold of approaches that enhance the criteria of truthiness

4.18.4 Dependability and Validity

Dependability or reliability, "allege[s] whether the study findings of the study would offer quality without fail repeated with the same subjects in the same context. For instance, the use of qualitative methodology is to ensure the study trustworthiness and validity thus, it can be said that the use of the former and later method is clear quality test which research has to pass. Therefore, the implication of testing opens a way of information clarification while the very important qualitative test results on its quality (Golashani, 2003:601).

4.19 CONCLUSION

This chapter used methodology herein explained and discussed to collect Data. Therefore, the study uses sample selection method that has been justified with the study information in light of the ethical consideration. This chapter also explained how the study is concerned about the trustworthiness and the protection of the rights and the identity of appellants which ends with the researcher's position and pave the way that introduce the next chapter which presented the road map of LO and the presumption ways which led to Schooling leaners skill work empowerment in line with ahead job employment pre-prepared settings through the entire cycle of high school.

CHAPTER FIVE

5. DATA PRESENTATION ANALYSIS AND DISCUSSIO

5.1 SECTION ONE

5.1.2 THE SCHOOL AND MORAL EDUCATION FOR SCHOOL LEARNERS

This study investigated the results of moral instruction at a few Durban high schools. The research design and data collection techniques utilized in the previous chapter of this study produced the data that will be examined in this chapter. A research questionnaire, targeted talks, and data analysis techniques were also used in this study to collect data from 30 postulants from Bechtel High School.

However, chapter six will use and present the data obtained from the drawings and the follow up focus group discussions in relation to the research questions of this study:

How effective is teaching and learning Moral education through Life Orientation curriculum?

In this study, the impacts of moral instruction at particular secondary schools in Durban were investigated. This study generated the data for this study's discussion in the previous chapter using the research design and data collection techniques. Additionally, 30 postulants from Bechtel High School participated in this study, and data were gathered using a research questionnaire to support the drawing prompt, targeted talks, and data analysis techniques.

Therefore, without making respondents grammar correction and expression, For the sake of the study's trustworthiness respondents' explanations of their drawings will be used verbatim. Furthermore, taking into consideration that every appellant voice has a history to tell in a research study. Amid the beauty or the ugliness of the respondents 'drawing or photos were selected and used to generate significant contents responding to the drawing prompt and meanings of the respondents concerns and added value to the study. In context of this study's grounds, I will present this study through photos of one school where respondents are getting their education in context.

FIGURE 5.1.0 SHOWS BECHET HIGH SCHOOL IN SYDENHAM, Durban CBD.



Photo Lubadi 2009

Figure 5.1 Bechet, my beloved school

Located in Sydenham, in the eThekweni Municipality of South Africa, Bechtel High School is a government-registered institution (Grades 8 to 12). Indians predominate and there aren't many Black people in Sydenham because they live on the outskirts of the Durban CBD. The former population, who depend on both industrial and small companies, is more prevalent in the school population, explaining this. Most of the parents' work as company owners, workers, or subsistence farmers. Numerous kids attend the school, but many of them also come from moderate or low-income homes. Due to transportation shortages or lengthy commutes, several students arrive at school late.

5.1 SECTION ONE: SCHOOL AND HOME EXPERIENCES

This phase of the study explores how school-age children's perspectives of moral education are shaped by their experiences at home, at school, and in the community in relation to the second research question: How effective is a "life orientation" curriculum at teaching and learning moral education?

Drawings and their corresponding explanations make up the data in this section. In accordance with the following conceptual draft, the accompanying texts were recorded verbatim:

5.1.1 EXPERIENCES AT HOME

5.1.2 Drawing of my Parents' bedroom

Even if it is not illegal to enter my parents' bedroom, Cube says, "I sometimes feel bad to enter there even if my parents send me there because I sometimes feel sorry to enter there. "There must be an age restriction with regard to parents that permits kids of a specific age to enter their rooms when necessary. The reason being that it is true that most kids in our society do not think that giving a parent a close look or touching them "underway" is disrespectful. Is it acceptable to: If, on the one hand, children's ability to access their parents' beds is a moral and societal issue, to pass by or enter?

The question of whether children of any age range can enter in parents' room or view parents washing line of in the cupboard has caused much debate in our societies over the years. Particularly, discordance about children entering parents' bedroom is one of burning issues in a multiracial both in the rural community as well as in urban society.

In addition:

"I believe it is not respectful for the guy to observe female menstruation or their sanitary pads." Even if I am a child but, I am always sent every day in my parents' bed room

In fact, it appears that most kids have access to their parents' bedrooms. As a result, youngsters vary in age as well as in their capacity for making judgments about what they observe in their parents' bedrooms. In fact, we always have access into our parents' bedrooms. As a result, given that children vary in both their ages and their mental capacities for making judgments about what we see in our parents' bed. I occasionally wonder and make up a judgment in watching parents belonging. If you are older than seven, sleeping next to your parents is not worth it at all from the standpoint of sharing a tiny dwelling because, at night:

Anybody can cause snoring.

Anyone can gain weight, which lowers respect between adults and children because in our culture, neither adults nor children are permitted to be obese. Anyone can gain weight, which lowers respect between adults and kids because in our culture neither adults nor kids are allowed to gain weight in public. Without a blanket, anyone can have a restful night's sleep. Due to the constrained space, health risks may arise regularly and jeopardize the residents' personal health.



FIGURE 5.1.1 Parents' bedroom

Given that she shares a residence with her parents, the first respondent created this drawing of their house. The responder says that the manner parents are exposed does not respect her and her siblings who are living in their home because this typical home, in her culture and knowledge, is modest. The exteriors of dwellings nowadays are different from those of our ancestors. Many kids today have their own rooms where they can sleep separately from their parents. Additionally, there are some kids who are not given the option of being given a specific room and must instead share a little dwelling with their parents. It is amazing how frequently children from low-income families who reside in small homes are compelled to peek through their parents' bedroom door to hear or see what is going on there during the day or at night. Over the years, there has been a lot of discussion in the public sphere over whether the South African Reconstruction and Development Programme (RDP) housing system is suitable. It is possible to underline that the issue of whether the RDP public housing model offers descent homes that satiate the requirements of a family descent home for everybody has been the subject of inconclusive debate. Given that she shares a home with her parents, the first respondent created this drawing of their house. The responder says that the manner parents are exposed does not respect her and her siblings who are living in their home because this typical home, in her culture and knowledge, is modest. The exteriors of dwellings nowadays are different from those of our ancestors. Many kids today have their own rooms where they can sleep separately from their parents. Additionally, there are some kids who are not given the option of being given a specific room and must instead share a little dwelling with their parents.

It is the responsibility of the government to construct housing for those who are in need of it, which is primarily the poor in South Africa. Therefore, a social, economic, and political solution might be used to address the housing demands of parents. Whereas for a youngster in school, education, morality, criminality, and citizenship can first come from the home, then the school, and finally the community. However, residing in a large home might present a variety of opportunities for the growth of human mental capacity. A school-age child raised in a small home may develop similarly to a mouse living in its parents' cellar because it is unable to move around freely and breathe normally like those who reside in a huge, spacious home. According to Marutlulle, (2021) the aims to mitigate housing, health, social exclusion in housing and poverty embedded with the inadequacy of housing and socio-economic as well as the political and cultural development which cannot not be uplifted if the research gap and incoherence in the area is not attained because there is a correlation between the housing and crime, housing and education. Reason being the correlation between these preceding has shown that there is a connection between the socio-economic development and cultural and political development the houses settings that better the human life.

5.1.3 5.1.2 DRAWING SOME CHILDREN BELOVED OF JUNK FOODS

"I love to eat cake so much," Kapetela says. Therefore, on one hand we can often eat cake on a birthday. I think it is not good to eat cake every day, but it is good to eat it on a birthday. In my family, it is bad for us to always eat cake because it is sweet. Therefore, I can say that I love my birthday cake even if it can cause diabetes because of too much sugar consumption.

On the other, as my mother often brings me either a chocolate, a pie or schwarma *I am now used to eat junk foods even though I was not keen to eat some of these. Nevertheless, it has become very hard for me to avoid eating most of the junk foods because it is from my beloved mother. In addition, if it is bought or given by someone by honour I will eat it without minding about health hazards that has been spoken upon it. There are the foods that are mostly advertised on TV and are very enjoyable in a result of be causing very fat cause its unhealthy I personally never exercised with our state of living you cannot afford to exercise regularly gym is expensive even the food has makes us unhealthy is expensive.*

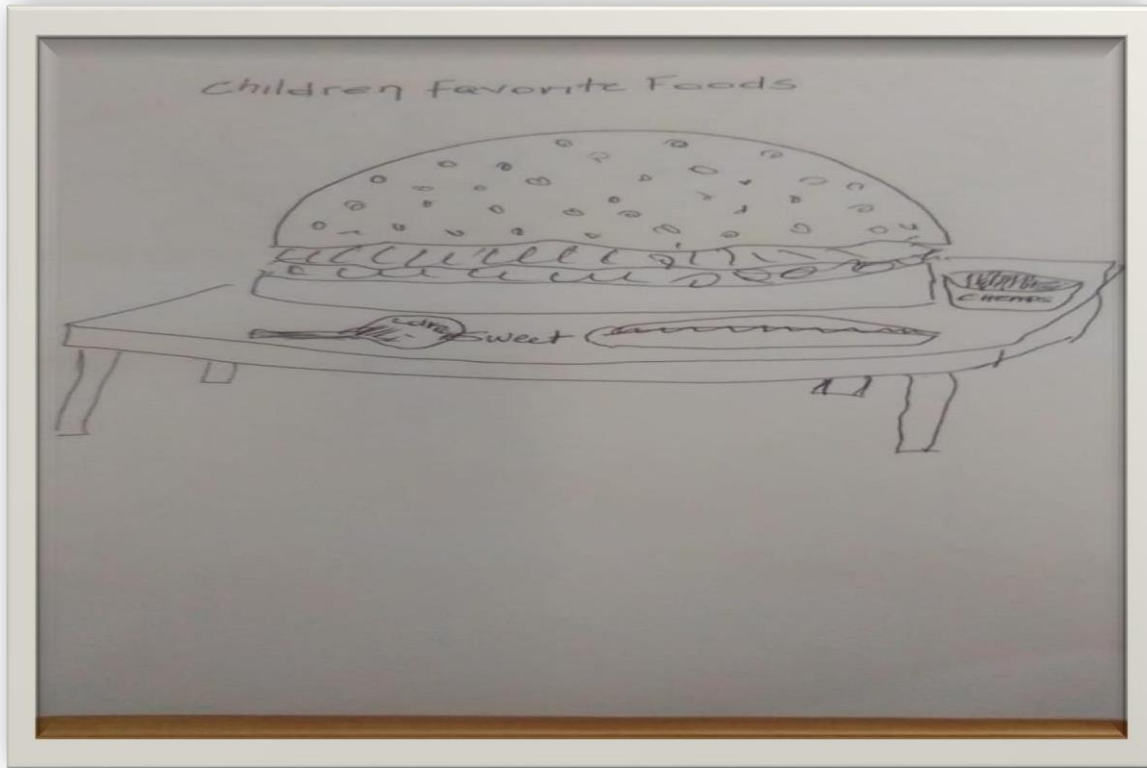


Figure 5.1.2 A FOCUS ON CHILD'S FOODS, CARE AND PERSONAL DEVELOPMENT (LO3)

The world offers to human beings 'enormous foods that enhance enjoyment and uplift human health. On logical grounds, there is no compelling reason to argue that eating foods is not good because without foods human beings cannot survive. The available evidence seems to suggest that eating healthy foods is profitable for those who wish to live longer life. Therefore, it is also important to say that whosoever wish to live longer life should not only eat healthy foods rather she/he must be polite, have good moral behavior so that she/he can avoid the junk foods health hazards. However, enemies in life cannot only be human beings rather, things around us such as appliance machines, electronics including disorder eating.

Concerns from parents, teachers, and the government can include children's good conduct today. The situation can be improved with the aid of nutritionists and social workers. Without offending them, instruct children's conduct and health through nutrition education. Through orientation games, nutrition skills are taught and learned, and socialization about proper eating behavior is also covered. Moral education of children can encourage parents to promote communication between kids and other parents on nutrition education without offending anyone. Instead of focusing on the responsibility of nutritionists, parents and teachers' communication to school-age children on eating healthy foods will to: Teach children and offer orientation on food consumption, provision, and conservation at home and at school. Initiate the youth on how the Sensory-based food education through Lo Healthy eating natural food can be benefic to individual Hygienique principles in life.

Motivate both children and parents to undergo through school curriculum and government short term training as community empowerment programs improve the future of the country by schooling Games, socialization, education, and dining manners instruction are additional factors that can influence a child's behavior. Moral education of children can encourage parents to promote communication between kids and other parents on nutrition education without offending anyone. Instead of focusing on the responsibility of nutritionists, parents and teachers' educational obligation will be to communicate with school-aged children about the consumption of healthy meals. Nowadays, it is crucial to teach kids about food production, consumption, and conservation at home and in school. By incorporating principles of healthy eating, consuming natural foods, and maintaining personal hygiene in daily life, you can introduce children to the benefits of sensory-based food education. Encourage parents and kids to take part in short-term training programs and school curriculum funded by the government, as community empowerment activities improve the future of the country through education. Particularly, eating with kids can assist parents and guardians instill healthy eating habits in kids at a young age. It is also amazing how most growing kids in a big family who dine together seem to eat faster and be willing to have more than others. They frequently eat in groups because they strive to outperform others; as a result, parents' attendance

5.1.4 FIGURE 5.1.3 DRAWING OF A CHILD WHO WANTS TO KNOW THE WERE ABOUT HIS FATHER?

Cayla to question: *Why is my grandmother is always shouting at me that I don't respect her and my mother because I want to know my biological father; origin, culture and visit him. I think it is my right to know where my father is and see him. I am not ready to negotiate with them if they will not help me to meet one day my father. As long I don't know my father, I cannot be happy at all.*



Figure 5.1.3 The child's claim of his connection with his father: a serious issue among us!

Adults and youth alike are blaming each other for the moral decline of young adults. Arguably, on one side, the adults are blaming the younger generations for following moral education's path and norms. On the other hand, the younger generations are self-assured in their behavior, which they frequently praise as assertive and attest to in comparison to the

adults' old behavioral fashion and toughness. The issue of bringing up children by both the mother and the father seems to be one of the most critical issues in several families in South Africa and across the world. It is painful that the majority of single women face difficulties, while it is harder to hear the cry of a child making a claim about one of their parents' presence, and educational culture is critical. The presence of parents and a shared educational culture with growing children, on the other hand, are important elements that help the child's personality, moral behavior, and respect for their rights. Therefore, it seems that all the LO texts used in schools for teaching and learning address the issue of moral behavior. The moral that appears to be overlooked in teaching and learning is:

- The right and duty to respect individual belongings and public properties
- The right and duty of children to respect parents and the elderly
- It is the right and duty of children to respect teachers and school authorities.
- The respect of children toward animals and nature conservation
- It is the right duty of children to respect parents and the elderly.
- The right and duty of children to respect parents and the elderly
- Knowing your biological parents' history, religion, lineage, and traditional culture is one of your rights.
- The right and duty to know and respect one's body and that of others includes the respect of a private letter, email, and intellectual property.

Additionally, it is counterproductive for the child to develop without understanding its ancestral culture and genetic origins. Considering the, it is advantageous for children to learn about their parents' culture, history, and traditions, which are a source of knowledge and support moral behavior, as they grow.

5.1.5 FIGURE 5.1.4 DRAWING OF COUPLE'S DIVORCE SCENE

Bwanakisasa:

Highlighted her significant worry for married women's struggles, which usually result in divorce and raise a number of issues around raising children while being a jobless mother receiving an R350 grant, while the divorced woman tends to be stressed out by the demands of the home. She goes on." My drawing is about the painful issue of my parents' divorce, it is unbelievable that, when I came home from school, I found that my mother was not at home and no food was ready for on the table as my father also was at work. I saw that they will come back all but, in the evening very late my mum phoned me to inform that she has to divorce with my father and, that she when at her mother's home.

"We don't remember how old we were with my young sister, but we know our mother divorced our father a long time ago. Our mother is a single parent with a poor income, yet she does spend money on booze every day, therefore we don't pay our school fees on time. On the other side, the school's principal writes to everyone, even my younger sister for the money we owe the school. We are happy to further our education even it a difficult situation.

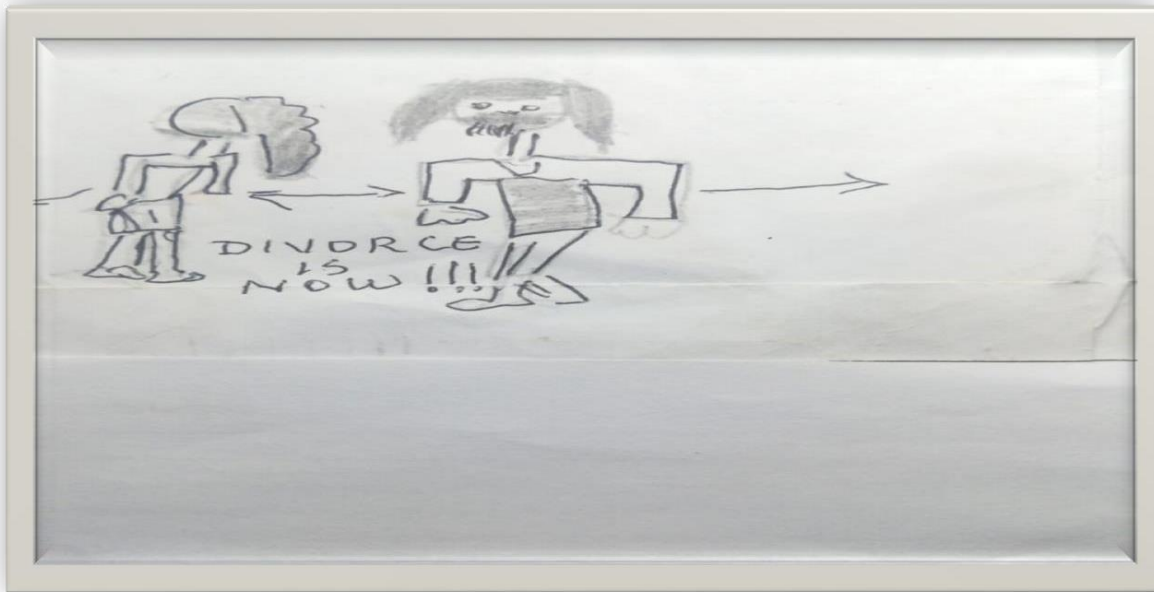


Figure 5.1.4 Divorce as a yoke of the whole family

Every tribe on earth has, arguably, a traditional alcoholic beverage that has been produced locally for decades. As a result, each locally produced alcoholic beverage has a distinct name, production pattern, geographical meaning, and way of consumption. Even the Pot in USA, marijuana in Jamaica, dyamba in D.R. Congo and known as eSwatini (very strong dagga, in Cape Town due its powerful quality can be part of different ways that people call what they consuming locally.

Additionally, the names and patterns of the bulk of locally produced alcoholic beverages can be determined based on their potency. Drunkenness and drugs abuse have been the main factor of several divorces, women and child rapes and abuse. The dislocation of several marriages have occurred because there have not been marriage structures surveillance in the South African public administration to monitor marriages for the sake of the couples' protection and the child safe living within the parents' family.

There have been several marriages that have been dislocated by divorce because of different reasons sometimes the family members and closest finds may know of not. Additionally, the growing number of drunken parents and uncontrolled use of cannabis in South Africa's society has been found as a serious source of women and children abuse and youth's lack of parenting actions have worsened the security system of the poor population. However, most divorces that occur in our community are related to different factors, namely infighting and daily drunkenness between the couple or among the family members. Especially, on one hand the increase of gender-based violence (GBV) and the killing of innocents' children that parents in dispute for guard who are killed in number have led many women to choose to live as singleton mother. On the other, the growing number of single over age males who are making children here and there without being worried by either the law or the women's families is a serious infringement of children and women's rights. Moreover, there are males and females who take the law in their hands and decide about when and how to divorce a partner because of not being constraint by the law, the Church/religious confession, the customary law and the home affairs. Moreover, divorce can also emanate from alcohol excess, drugs, cigarette, ill behavior and alcohol consumption. In this vein, being single was related to a reduced chance of reporting increased alcohol intake compared to constant alcohol usage, contrary to prior findings.

Similarly, some research has suggested that social withdrawal and staying at home during the C-19 epidemic could disrupt couples' and families' routines and contribute to an increase in domestic violence, resulting in increased marital unhappiness and increased alcohol consumption (Kendler,2026). The protective effect of marriage was significantly greater in those with a family history of alcohol use disorder than in those without it for both sexes. Cousins, half siblings, full siblings, and monozygotic twins discordant for marital status all showed associations between marriage and risk for alcohol use disorder that were as strong as those observed in the general population in both men and women. These findings support the idea that marriage's psychological and social components, particularly contacts between spouses who monitor each other's health, are highly protective against the onset of alcohol use disorder. When there is a strong familial risk for alcoholism, the protective effects of marriage on risk for alcohol use disorder are heightened. The majority of couples that decide for sudden divorce often reveals that divorcing members often believe that after their divorce a satisfactory solution will be found. Whereas it is true that every person who is on a verge of giving up marriage or who has considered divorce as a perfect solution will undergo under a mess than expected. Reason being, when a divorce is officially pronounced it is not only the two separated partners who will suffer of the negativity that I can as theory of what I call "But I Miss You " in short known as BIMY love symptom. Generally, even if one or another member of the family might be satisfied upon the

divorce act, many may suffer for more than ten years upon the BIMY symptom. More often, children and other family members including parents can be affected also deeply by a divorce of their family members. Thereafter divorce, children can be in a difficult condition that may need social economic support from the Church, the social workers, teachers or psychologists. Therefore, when parents split out it affect the basic facture and the Moral Behaviour transformative perspective led by the couple before their divorce. In fact, as the couple's children have been exposed to formation of moral self-guided by united parent and by number of teachers in a given school for possible transmission of values and ethics as a formal education. When parents undergo a divorce, it can be obvious for children to change their ambient area and school. Although that moral education is a broader field that the moral habits and communitarian values transmitted by teachers to schooling children. As children or an individual person is forced to change her/his home, area or school likely her/his mind-set and behaviour can change for the sake of survival. In term of divorce and its consequence of children, because their psychology has been affected as they undergo a social transition.

5.1.6 FIGURE 5.1.5 DRAWING OF A SINGLE UNEMPLOYED MOTHER

It's true that most young people today believe that breaking the law is the only way to increase their income. Gaining rapid money without working might also encourage some people to engage in organized crime, drug abuse, and theft. Therefore, when someone believes they can become wealthy quickly, the adage that easy money comes and goes is relevant. There is a ton of data to support the claim that kids who are looking for easy money without working hard are typically the leaders of street violence.



Figure 5.1.5 What can an unemployed single mother do to support her schooling children's education?

The African youngster has been taught a great deal of folklore regarding how to obtain and manage money in daily life. The African child has, on the one hand, been taught how to make money ethically throughout his or her childhood. The African child, however, is constantly exposed to taboo and varied tales, as well as infamous urban legends about how to make money for usage. There are two basic defenses that may be made to dispel the uncertainty surrounding how to obtain and use money for an African youngster. Arguments in favor of the progressive notion that can teach kids better methods to find employment with their skills, make money ethically without committing crime, or think of getting easy money without labor.

Drawing on these arguments, it is true that some people believe that acquiring money after committing a crime is normal, even though it is unlawful. Drawing on these arguments it is true that some people believe that to acquire money after committing a crime is normal even though that it is unlawful. Moreover, seems to lead most skilled workers to believe and that getting easy money without labor. Therefore, when belief of ignoring the ways to avoid committing crime is often ignored or opted for voluntarily by community members. There is ample support for the claim that to commit crime is often a sign of ignoring and or opting for voluntarily by community members.

5.1.7 FIGURE 5.1.6 CAN TRUE LOVE BE TRANSFORMED INTO SEXUAL ABUSE

Lutoba: *At 15 I did not know that a classmate was making use of jock with me while trying to kiss me when we meet at an isolated area. He went on with a jock, a kiss thereafter we ended falling in love but, my parents do not know that I am not longer virgin. When I meet him in the school court yard, I could not be happy I am always traumatized because as I was already rapped by my uncle I thought it might happen to me again. I wonder why so many people are willing to rape female family members, why are there staying single and not marrying while they have reached the age of getting married and not knowing that somewhat it is called incest. Sir I believe that our government should not grant a bail to sexual abuse people also they should go to jail for more than flighty years or for good with no privilege to watch TV.*

One of social controversy fact is that we frequently hear about a family member sexually abusing someone at home in my country. However, since we were too young we heard parents saying that Incest is the term used to describe sexual abuse committed by a family member, such as a father, uncle, grandson, or anybody else. The act of committing an incest offense is considered taboo in African culture, a source of shame for the victim, and it is also thought to bring bad luck to both the offender and their progeny. In addition to the mother's boyfriend raping the child, police in numerous regions in South Africa have received reports of sex offenses involving the uncle, sister, brother, and father against the girl. One of my concerns is this. This is one of my worries because women and girls like myself are not safe in our families or our communities. In particular, incest and sexual abusers who frequently court up perpetrating this crime even if they are old enough and in their 30s do not wish to be married. Because of this, sexual assault might be a bad baptismal deed that is frequently pushed on a vulnerable victim but that should be severely condemned by both society and the government. is frequently perceived as one of the weird African behaviours that society does not want to observe. Parents do not typically teach their children about sexual abuse; instead, it is viewed as a social crime by the law and many African nations' traditional cultures. The practice of sexual abuse is not well-taught to children by their parents; instead, it is regarded as a social crime that is not tolerated in society by the government and many African tribes' traditional cultures. Schools, parents, and the government should collaborate to end this widespread problem in South Africa, where the rate of sexual abuse of both

children and adults are rising daily. I wonder why so many people are willing to rape female family members and not knowing that somewhat it is called incest. Sir I believe that our government should not grant a bail to sexual abuse people also they should go to jail for more than eighty years or for good with no privilege to watch TV.

Moreover, the daily women and children's assault in South Africa is worrying me, because rape has happened to me already with my class mate. I lend support to the claim that *within families there are some old traditions belief that still being kept by heart concerning the way husband and should live and league to their children what is pressure for their moral behaviour.* Even though, as women we are taking over everything and leaving behind, it is dangerous for us because there will a time that men will say stop. By saying stop, there might be a revolution that will push them not to marry us, by stopping their crimes of beating ups and killing women and children every day. Notice fully, there is one that is not making me happy often is the one that leads my father to beat up my mother daily. Sometimes, it makes me cross may be to intervene in protection of our dear mother but, I cannot beat my father because of wrongdoing against my mother. Therefore, what can I do in case?



Figure 5.1.6 Drawing of the most South Africa' most direct committed crime

Being sexually abused at home by a family member is one mere scandal we ever hear in South Africa's society. Therefore, sexual abuse being considered as baptismal action is often seen as one of African abnormal actions that the society do not wish to hear. Sexual abuse is not taught by parents rather it is considered as one of societal crime that the law and the traditional culture of many African tribes do not tolerate in the society. In South Africa the level of sexual child abuses and adults seems to be growing on the daily basis thus, parents and the government. Moreover, sexually abused girls/boys do not have peace in their childhood if they do not have a counselling support because they can become either.

Whosoever kills without any good reason or behave beyond restricted moral values commit a crime therefore, she/he misinterpret the moral values of the society. When a schooling child does not receive teaching of moral habits and virtues as teachable learning subject in school or if she/he is not taught religion as learning subject her/his moral behaviour knowledge will be meaningless. Nowadays, the lake of teaching Moral Education and Religion in School has visibly led to a deep moral crisis of the youth and their families.

Visibly, it can be said that out of 10 young South African schooling children (primary and secondary school) including the university graduates the majority or not less than four are smoking drugs and drinking beer while disrespecting the adults including their parents. Whether LO gives impetus to poor moral behaviour and crimes in the lives of South African schooling children, it should be proven through the youth's morality.

There is ample support for the claim that the practice of teaching pupils' moral habits or virtues that will help them to decide to become better individuals both in school and outside of the classroom. Johannes van de Ven, (2014) was equally candid when he said that Ricoeur is the one who offers a strategy for dealing with both plus an additional group: the wise. The three-phase Ricoeur model of discernment envisions the good as the beginning point—an individual decides what is good for them. Van der Ven uses Ricoeur's concept as the basis for his research. The next step is to inspect, assess, and, if required, purify this individual good by bringing them before the justice and running them through the "sieve of the right" (9). Once this is done, the purified good is used in the specific scenario, considering its uniqueness, fragility, and tragedy. The term "smart" refers to this situation-specific application or moral-practical knowledge. In South Africa and the rest of the world, there are different kinds of crimes committed either by males, females or children. What is then imprison the women and children is that most crimes are committed upon them. For instance, it is always said that women are the main vectors of child's motivation and inculcation of basics knowledge that can enhance the child's the acceptance of values because the child should be put the path of a good traditional transmission of integrated values system. Whereas traditional mode of transmission value can emanate from the community moral formation structures in which the child lives. There are about 1,140 police stations but number of crimes is on the daily increase among the youth from 12 to 45 years. After due consideration the Business Tech, (2021) finds that it should be noted that station statistics could apply to locations other than the one in which the station is located. As the only station able to serve those areas, a station in a distant location, for instance, can reflect the recorded crimes of many nearby neighborhoods and small towns. For these ends 10 crimes among others have been found among the South Africa population such as:

- Drugs and unspecified theft
- Burglary at residential premises
- Assault with intent to cause grievous bodily harm
- Common assault
- Robbery with aggravating circumstances or Common robbery
- Theft out of or from motor vehicle at road junctions
- Malicious injury to property
- Commercial crimes
- Burglary at non-residential premises
- Shoplifting
- . Common robbery

Hence fourth, when the number of officials who are supposed to maintain law and order is below the number of the supervised local community there is a gap to crimes and criminality among the growing children can be opened widely if their living conditions and morality cannot be attended to by adults responsible.

5.1.8 FIGURE 5.1.7 A PICTURE SHOWING THE CHILDREN'S CONDITION OF SLEEPING IN A TINY HOUSE

In addition to that **Philisiwe** largely avers that:

It is true that every child's education extends from home and traditional culture to school and community. If the child continues to grow, her or his knowledge and physical appearance, including his or her behaviour, can be determined by the way his attitudes and morality change when facing several acts of domestic violence or experiencing home peace. The picture above shows that children can see and hear what is happening in their parents' bedroom while making up their own internal judgment or introspection. Children's introspection or internalized judgment can be positive or pleasant, negative or uncomfortable, as it affects their personality and further reactions. The uncomfortable situation in which grown children are sleeping can lead to the following:

- *Hearing our parents' dialogue affects our ways of appreciating our parents' dialogue, and how they treat each other shows us how we can react in front of our parents.*
- *to witness unexpected and horrifying events, such as parents making love, viewing parents' underwear menstruation pad (for boys), shaving space, and toilet space.*



Figure 5.1.7 A typical children's bedroom

It is remarkable that living in small house with many inhabitants be awkward for every occupant. Especially, it is a shameful and unhealthy when the whole family or members are sleeping in a crowded room. It is more sensitive and hectically when the sleeping condition at home between parents and children is not conducive for child's health and Moral educational.

Moreover, Moral behavior is one of serious concerns regarding humanists as it should be found first among parents and teachers. In the same vein, the issue about Moral education can not only be a parent concern rather it is one of issues to be articulated by the public at large. Therefore, even democracy achievement, family and school management can be possible only the home living conditions of most of the population is entitled a better home to live in. When a population is entitled a better home to live in, children brought up in a healthy home can also be offered by the way a better living opportunity as well as better ways of morally thinking ahead. As one can say, children have their rights which can lead to public freedom as well as to democracy. So, is child freedom at home means going Wilde, a whole and adhere to the lack of respect toward parents, guardians, teachers and adults. Therefore, democracy is not meant for parents and teachers only rather it is also set for children. For this reason, children have the right to speak but with respect because, when there is an issue that makes the child uncomfortable it must be addressed unless it became a child abuse. Indeed, children must be taught how to speak and address their concerns when they feel offended by an adult or a stranger.

5.2 SECTION 2: HOME EXPERIENCES

5.3 5.2 THE SCHOOL'S EXPERIENCES

5.3.1 FIGURE 5.2.8 DRAWING OF A SOUTH AFRICAN SCHOOL'S ETHNICITY AND RACIAL SETTINGS

According to Sma, this image depicts how the unbreakable wall of separation represents the ongoing South African racial settings that still exist or are practiced in our daily lives by our parents, teachers, and government officials. It is not ignored by anyone because even economically, the economics, maritime, banking sector, and industrial pictures of South Africa show the racial classification style that seems to affect layers of the living population, including the refugees and foreign nationals. The system is strong and kept as an ongoing practice, as it starts in the cafeteria where the daily chair settings show their race division. When I am sent to collect my form teacher's belongings, I am always shocked to find them seated separately according to their race groups. Aren't they supposed to have taught us in LO that South Africa is a rainbow nation that is united, but why their desk settings are painted with the persistence of the apartheid colour?

Moreover, teachers are seating in the cafeteria according to their races and traditional culture. This is damaging unity and enforcing the poor relationships and the ongoing social closure school children.

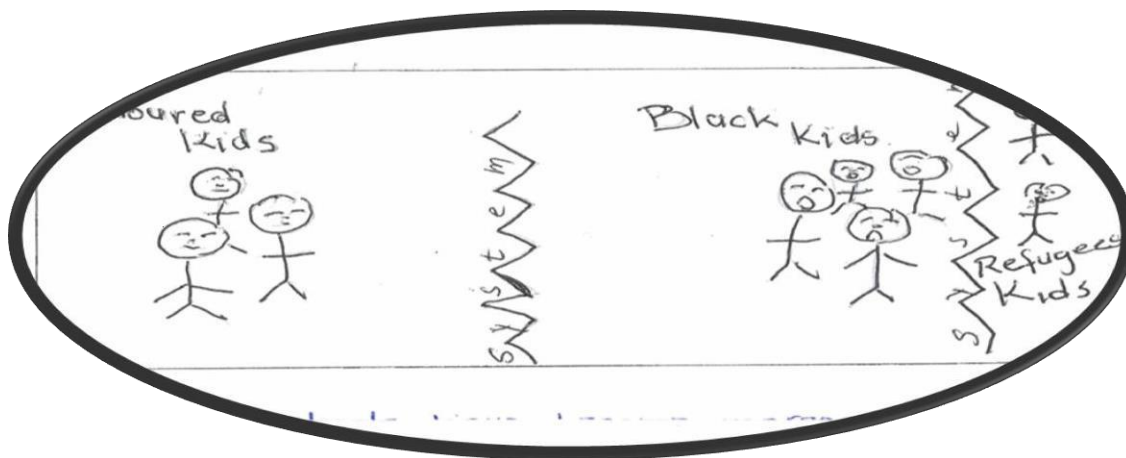


FIGURE 5.2.8 T y p i c a l face of the rainbow nation ‘schools’ Social Closure

The social closure is a system and ideology of social stratification, domination and the exclusion of the stranger to the community or a group of people. The Social closure is a process of by which a given group of people or community that hold the power ‘supremacy practices that leads to the exclusion of weaker individuals. Max Webber 1978:638; Murphy, 1988:101 and Parking, 1979:44, argued that Social Closure is a communitarian way by which the power of exclusion as well processes restriction emanates in favor of the eligible members of a given group assert, (Albiston and Green 2018).

The development and inequalities of society have traditionally been analyzed in terms of stratification and class. Raymond Murphy argues that important inequalities of power remain unanalyzed by traditional social theories, and that the concept of social closure, suggested by Max Weber, provides a means of capturing the common and essential features of types of subordination that appear quite different on the surface. Inequalities between races and communities can result into what is known as social closure. Social closure is one of actions that exclude the external elements, the strangers or the individual who is different to the race, group or community. While creating a social closure, member of a given social closure circle cannot not integrate the stranger or allow a new element to penetrate for fear become equal cabal member that can overtake their privileges.

Seemingly the ongoing inequalities in the human society has been one of unsolved issues in the society. Inequality as a practice and a social status of individual or a group of people’s groups or a nation tend to favor the stronger group, while race or nation undermined that is dominated and excluded from the rest of the cabal activities. With regards to the Western cabal and its social construct that was crested from the colonialism era, the social closure pursuit seemingly is not limited only to political dominance of the developing Nations. Nowadays, the Western social closure seems to go beyond the colonialism forms that embraced from the bureaucratic, politics domination western economics monopolizations and the bloody looting of the natural resources’ pursuit under the name of bilateral cooperation taught in the academic institutions

as a normal system. In fact, the economics explored through pounding of the developing nation's natural resources' pursuit under the name of bilateral cooperation have shown openly the horns of the neo-colonialism that is perpetrated under the social closure. The social closure in South Africa's education seemingly shows a wide range of disparities between rural and urban schools while the social closure existing between privates for the whites and rich minority Blacks and the poor private colleges and schools need to be on the DBE's patrolling map. In South Africa, it seems that most races still live in separation (Social construct) because, most families live in this social closure that have been constructed by the apartheid regime and thereafter carried on by the African National Congress (Peltzer and Phaswana-Mafuya) government's social constructivism that exist even beyond 1994 era. Social closure together with social constructionism seems to be profoundly enforced unknowingly by the government through the children school admissions.

Remarkably, it can be said that the majority of born free youth South Africans seem to the racial context and social values embedded with the philosophy of one dominant race or ideology that tend to exclude the others. The singularity of this study is that it will analyses the effect of moral education upon students at Bechet secondary school. Moreover, this study will access the beneficence and non-maleficence racial power holding and the consequences that result from it against or for schooling children moral education.

Holding the monopoly of power in the society for both whites and blacks Public Management is against the implementation of the South African social cohesion recommendations. In addition, lack of the implementation of the social cohesion can rise racial quell and discrimination against the minority to the racial diversities and predominance one race of inhabitant in most South African cities can cause divisions among the citizens. In South Africa today' school's administrator including teachers seem to show an imbalanced system setting which rise predicable disagreements.

Geldenhuys, (2019) assert that the SA Human Rights Commission (SAHRC) has accused the Gauteng government of neglecting to implement its social cohesion recommendations made in 2019 to quell racial tensions in largely coloured communities. Today, the Human rights commission of South Africa still trailing in its investigations of the colored community protested the appointment of black principal at Klipspruit West Secondary School (KWSS) in 2017).

While a black teacher at Fred Norman Secondary School in Ennerdale made a racial comment against colored a grand-parent who came to the school to inquiry about her daughter who was not allowed to attend a teacher's class for two weeks. As a matter of racial protection learners on the same colour interjected in defense of the respondent parent (Sowetanlive, 2022). The racial language as well as the racial division or interjection of learners in a racial way cannot promote moral behavior because everyone in the quarrel stance cannot use probate language to solve to difference opposing the individuals. The South African social construct has a potentials effect of one race is predominant against one another and, this is the cause of the South African moral behavior setback in the entire country and the public management arena. For example, when one has landed in any South African airport or port of entry, it is obvious to see the predominance of one race settings from top to bottom of the public administration of that city. Also, the school race colour can be predicable just at school gate and the number of teachers and leaners of the predominant race. Consequently, moral behavior, the provision of services, and actions can either support or undermine the rights of minorities or strangers within the community and the school. Furthermore, when a school or a public/private company is led predominantly by a group of people belonging to the same race or origin there is a possibility of favoritism, resulting in a monopoly on administration and

FIGURE 5.2.9 Whether African religiosity gives impetus to poverty and corruption on the continent.

Importantly for South Africa, the Constitution does not offer any religion privilege to be considered as a State Religion rather all religion can be considered as equal and should be practiced as is. As the constitution gives room to every religion's practices it is also the religions to take charge of teaching their members their doctrines instead being taught at school as learning subject. Culture and Religion are part of humankind knowledge experiences and spiritual values that people protect jealously in practices. Culture and religion often walk hands in hands to dictate values, attitudes and practices related to spirituality, foods consumptions, music, dance and cloths wearing style. Culture and religion can generate and perpetrate good or bad relationships among people. For this reason, there is no nation that has no culture and religion but, there can be nation without good religion and culture.

5.3.3 FIGURE 5.2.10 THE SCHOOL HIDDEN CORNERS TO TEACHERS AND LEARNERS

Maphumulo says *that*:

In our school yard we have a corner that teachers and the deputy principal cannot know what things we are doing there. Especially, we sit there two by two charting love kissing each other, speaking and sharing what is not easy to share with family members especially our parents or teachers. We are often told about gender stereotypes among people of low income who are believed to be illiterates or living in the shacks (Mujondolo). Drawing of sexy schooling youth looking for money to pay her school fees.

Therefore, nowadays, schooling girls both in town and rural areas seem to be engaged in sexual activities to get money and support their children and schooling or academic a fate of girls' and women's education is threatened by a lack of local public administrations learning and academic institutions including methods and adequate learning resources. It is amazing that some young girls are always behind old people of their parents and grandparents' age's cars to beg for money in exchange of sex. Particularly, these old men are not ashamed to walk around our school looking for high school young children.

In our school grounds, there is a corner that our teachers are not reaching out to, especially at break time, while many girls and boys are hiding there to smoke, sniff the harmful tobacco (snuff), or use any dangerous substance, including doing anything wrong that is unacceptable by the school rules. In fact, we are not refusing to make friendships with our female colleagues, but I have realized that some of my friend's behaviour at the hidden corner near the toilets cannot be acceptable as it tends toward sexual activities. However, I am afraid to tell our teachers for fear of being beaten by the group of people involved in forcing the girls to kiss or touch their bodies.



Picture Alamy 2022

FIGURE 5.2.10 THE HIGH SCHOOL CHILDREN AND WHOREPHOBIA IN SCHOOL THE YARD

Whorephobia, is a term that originated from Britain under academic studies of the United Kingdom (Shaukat) undergraduates' students who work in the local entertainment turned their services into a sex industry to fund their studies says Simpson, (2021). Moreover, sexually abused girls/boys do not have peace in their childhood if they do not have a social counselling because they can become either aggressive or anxious. Individual aggressive individual schooling child's behaviour can affect the society at large. More often, the aftermath of sexual harassments can lead individuals to wrong decision made out of anger which can portrair painful past poor psychological abilities learn and respect others. In the past when the radio spreads the news on apartheid, the unique nation to remember was South Africa. Nowadays it seems like there have been new thematic that champions the social media known as xenophobia. Therefore, when a xenophobic bell rings in Africa, it recalls a new thematic known as `Afrophobia (that many say that it is only focused on the attack of African foreign nationals) thus, what comes in minds in the attack on black African foreign nationals is termed as xenophobia which is different to whorephobia. Kibbe and Kibbe (2021), express the concerns that Whorephobia emanates from the term ``Whore'' which means

``Phobia' 'thus when connected with the root ``Whore'' Grammarly results into the restructuring of the word known as ``whorephobia''. They (Kibbe and Kibbe) assumed that whorephobia is hatred towards sex workers. While most people in African villages frequently make fun of people who engage in sex. Most of African society does not embrace young adults who are victims because of their sexual activities to make money for their survivor. Because they have not been given financing at their school for their studies, some young adults who are students engage in sex workers' activities to make money and pay their school fees. How can we help someone who has a whorephobia but must survive or advance her education, though?

According to Sawicki (2019), whorephobia is thought to be an antipathy against sex workers. Humans naturally display unrelenting loathing towards sex workers, or free-sexing females, to some extent; this attitude is referred to as "whorephobia." Most African cultures and traditions seem to have established one taboo on citizens' sexual behavior that both men and women must completely abide by to obey the law. However, Africa and rest of developing world informed citizen should be aware growing number of the western human rights syndicates for sex workers' movement that is taking

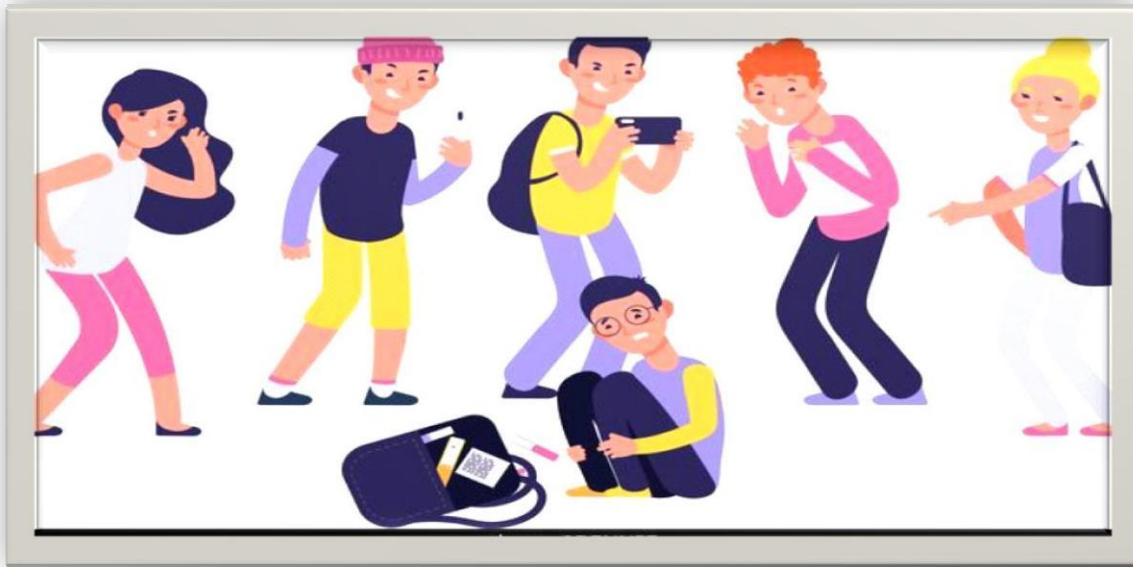
ground force in media's conversations, the regional and international business exchanges including the religious and public management arena. It is an embarrassment to be part of sex workers for an African culture and traditions custodian. As a result, it seems that inside the town and its surrounds most residents frequently engage in whorephobia (humorous remarks about sex workers) and lesbians because they consider these behaviors to be sinful. Sex workers are included in acts that are viewed as immoral and boredom, and the majority of those who engage in this activity are silenced and ostracized at home, in places of worship, in academia, and in institutions of healthcare.

Nowadays, schooling children are studying in mere unsafe school's conditions. Much of the current debates revolves around schooling children growing sexual activities while parents expect them to go to school or universities for studies. Getting involved in sexual activities can happen to students or schooling children if they are attending an educational institution founds in a violence related area. There has been a new study in the United Kingdom to find out why females students working in the entertainment are getting involved in sexual activities. The concerns of this study published in the newspaper were based on the absence of the study upon these activities while many students work into the adult entertainment industry on limited number she said (Simpson). Unfortunately, as the sex industry seems to grow fast it has believed that there is a lack of researcher who are involved in the institutional whorephobia, but the research was obstructed by universities and student's unions she added. The question is, do we have institutional whorephobia in South Africa's learning institutions and the High school?

As the behavioral setting can be dominant in area, violence prevention to lead children to Moral Education can be somehow difficult. Whereas, it has been shown that with the increase in drugs abuse among children as the use of marijuana has come to open a South Africa's Pandora box. With regards to the school ground, there have been uncontrolled misconduct by teacher, principal including the school governing body. Nowadays, there have been a serious concern about the schooling children safety on their way or back to school as well as in the school yard and around. When a child 'safety is utterly undermined criminals who are operating day and nights in the community. The situation of safety at schools and around the country is one of counter actions that undermine the South African government efforts to curve criminality in the communities and promote claim public administration across the board. Following the preceding, there is a serious concern about crimes against women and children that need to deal with in South Africa as a nation.

5.3.4 FIGURE 5.2.11 ILLUSTRATION OF SCHOOL CHILDREN ENTICING A CLASSMATE TO PARTICIPATE IN PHYSICAL EDUCATION ACTIVITIES.

Hilda claims that while some people may view physical education as a pointless subject, others view it as a means of learning through play, games, and dance. However, acquiring physical education through LO is a subject that teaches students how to become famous athletes in a variety of sports, including running, soccer, tennis, basketball, volleyball, rugby, cricket, swimming, and much more. I came to understand that many of my obese peers prefer to consume less healthy foods and fast meats than exercising to prevent obesity. As a result, it is really challenging for us to learn all these sports at my school because our LO/PE instructor appears to be ignorant of them.



Picture Alamy 2022.

Figure 5.2.11 Schooling children’s sport for career and health wise choice

Nowadays, family nutrition counselling is more infrequent, and the quality and number of meals consumed by many of us is abnormal, as it was previously utilised in the family. Furthermore, unnatural or Biologically Modified Foods and Animals are very responsive to hunger, but they are a type of health hazard food that can accelerate people's abnormal physical appearance and early aging. Today, the phenomena of younger people appearing to be older than they should be, as well as the fact that people with abnormal physical appearances tend to rule the world, is frequent.

The Life Orientation curriculum in School as one of learning subject that includes Physical Education (PE), it is one human cure that growing children and adults can use to stay healthier. However, PE seems to be one of leaning subjects as it is often offered either by unqualified or unfit teachers. Is it possible to disguise those who are identified as 'Fat-boom' or students suffering from obesity in primary, secondary, and university settings?

Today, the phenomena of younger people appearing to be older than they should be is one of easiest practices that cannot demand a medical test. Therefore, it is so easy to identify obesity among students or leaners because people with abnormal physical appearance and animals across the world can represent an abnormal visible sign. For instance, it is possible to differentiate 'Fat-boom' or obese people in a secondary, and university courtyard. The scene below shows a child who is absconding a physical practice and encouraged by friends to go to the gymnastics ground.

5.3.5 FIGURE 5.2.12 THE DRAWING THE BULLYING SCENE A SCHOOL YARD BULLYING

Noma agilely avers that: *Sometimes I am afraid and fearful of some boys in my school that are involved in bullying others because they always work and walk in group of four or more. If one day, they can attack me what can I say or do?*

Probably, it is not easy to tell my form teacher or inform mu mother because when they get you in their nest, they will tell you to shut your mouth and not tell anyone unless you lose your life of prestige as they will molest you in the absence of other classmates.



FIGURE 5.2.12 When a school is transformed to a bully's fertile land.

The persistence of school bullying is not new and it has been known for quite a long time. School bullying is one of factors that can disrupt the school results of schooling learners. It can be said that bullying is also one of cool and dissimulated violence that can be classified together with the violent social steam such as:

- Porno video and media
- Home appliances and smart phones
- Cartoon of horror that bring up the spiritual or demonic essence for children.
- Television and radio broadcasting horrible pictures and presentation
- Parents live punch and kissing in front of their children
- Public half naked person advert

- Parents fighting or insult openly in front of kids or in public.
- Adults' usage of slang in front of children

In some stance the learners' experiences can be considered as a most hidden curriculum agenda including attitude factor changers such as negative thoughts about the ego/self or from the external influences that is ignored by both parents. Moral Self is one of personal power that is in inflight with the coercive power. While coercive Power is a show of Personal Power that humankind and animal in the jungle use to show their predominance power and to dominate the others. Cohesive Power can be used in formal authority for self-upliftment within the society. Master class, (2022) argued that Coercive power is a kind of power that uses force or punishment to persuade you to do something you don't want to. When your supervisor threatens to dismiss you for failing to finish a project on time, for example, coercion is being used as a sort of authoritarian power to prevent insubordination. Coercive Power is used often by Bully schooling children against classmates or colleagues to show their authoritarian and dominant power to get what they want from them by force. Deven, (2014) persuades scholars that for a definitive solution the questions that say:

What is good? What is right? What is wise? What is purposive?

Once more he added (Van der Ven) and wants to use a strategy that explore the many approaches to moral education, considerably their benefits and drawbacks, and to promote his chosen method rather than providing a conclusive answer to these concerns or calming the approach of concern. Drawn from Ricoeur idea of that provides the negotiations approach known as a wise as a starting point of making own choice that leads to a practical moral wisdom. Whereas the wisdom practice cannot be separated from the discernment of the good as a starting point humankind motivation for taking decision upon what is good for her/him.

Arguably, making decision and using discernment is not enough for Ricoeur and van der Ven because they argued human decision of choosing the good must undergo scrutiny, evaluation, purification and judgment as well through the strict examination for a final consideration in support of its singularity and frailty. In this study, do Moral education teaching and learning through Life Orientation can accomplish and purify schooling children behaviour for a good manner that is acceptable for the nation?

Therefore, it would not be important for the DBE not to take for granted the remarks preponderant question that scholars pose upon the learning subjects and school curriculum. Rather, every scholar remarks and question should be given special attention regarding the moral education in its strict terminology and practices in teaching and learning.

5.3.6 FIGURE 5.2.13 DRAWING OF DRAWING OF SCHOOLING CHILDREN WITH OBEISITY

Onda continues to say that:

When a child is not obeying or following what the teacher says about the rules of healthy foods consumption as there is painful price to pay. A junk food eating uncontrolled child can only harm her/his own health as long as she/he continues ignoring self-health practices such as eating regularly vegetables and fruits instead of pretending to be reach in eating junk foods in the restaurants and expensive sweets. A good schooling child who studies Life Orientation follows strictly teachers and parents for the sake of future preparation. Even though we have enough or little foods at home, there must be a rule for eating because we know that eating fat food can disrupt our physical due the lack of regular physical exercises which can affect individual mental aptitude and leads to obesity or the haemoglobin dissertation. I wonder why most of my friends went beyond what I was not expecting from them in terms of smoking cigarettes a weed. I am very concerns because before going home they must go by the shopping Centre smoke the electronic cigarette just near by the bus stop. I am not even able to avoid travelling with them because we are using the same bus thus, they are many and they are trying to influence me to try to smoke the electronic cigarette by the shop.



Figure 5.2.13 The obesity plight of today's schooling children

Teachers and various other adults have issued numerous warnings regarding the rise in obesity among students and parents. The World Health Organization has been advising people all around the world, including South Africa, about the importance of engaging in gymnastics (physical activities/PE) for health care against health hazards and the rise in sugar in people's bodies. Today, obesity has become a problem, and it has been discovered that one or two family members do not exercise, even though occasionally the family members appear to dismiss the situation.

FIGURE 5.2.14 PICTURE OF TODAY'S eThekweni BELOVED CHILD'S POT UNFINISHED BUSINESS

Kapetela propounds that: *My weed picture shows how children especially some leaners in my school like to smoke ganja but, I think it is not good for me because it can harm my health. Weed and cigarettes smoking have negative implications because addiction is a possibility. It can affect your mental, physical, and emotional faculties. It has the potential to harm the lungs, which can lead to cancer. Drug use can lead to criminal activity since you may not always be required to strong drugs; instead, you may be compelled to help others commit crimes. You are easily lured to something that you can't concentrate on. It has an impact on your education if you are still in school. I feel that the high rate of substance abuses in South Africa is attributable to the community in which people grow up having an influence on drug and lifestyle choices. I believe that once kids start using drugs, they will despise it.*



Picture KLL 2022

Picture 5.2.14 The inner circle of girls' and boys' 'smoking and drinking alcohol (Learning Outcome 1: Health Promotion (LO1). On the cigarette packaging, the Camel advertisement emphasizes that "Nicotine in tobacco is a chemical that operates on the brain and nerves. The majority of smokers are nicotine dependent. Because of this, when they go without smocking for a time, they become uncomfortable and develop desires.

This time is critical because the South African government has implemented the law that allows adults us to smoke weed. It is a responsibility for schooling children to abstain 'offer or make a joke about it and then depart. Overuse of chemicals that have the potential to cause harm. Abuse of substances can harm the lungs, heart, brain, and liver. I feel that most of my friends believe that drugs relieve stress, and that some do it to appear cool and impress their peers. Others do it because they are hungry - if they and the pills make them feel full. As a result, I believe that the illegal use of pot and cigarettes by schoolchildren in a school premise is one of South Africa's overlooked school playground pitfall.

Every school-aged youngster should have the chance to play and live as a free citizen. Therefore, personal liberty has its limits in the public sphere, where it tries to preserve the rights and freedoms of others. For example, while everyone has the right to speak in public, it is not permissible to yell or make noise in public, including smoking cigarettes, because it infringes on the rights and freedoms of others.

Tobacco smoking, which is still very common today in many countries, is one of the main risk factors connected with health problems (1). According to the World Health Organization (Li, 2022), there are currently more than one billion tobacco smokers worldwide, with a five million annual death rate. By 2030, it is expected that the number of persons killed by tobacco would have risen to more than eight million.

After apartheid, the Department of Basic Education implemented the Life Orientation program in South African high schools to teach students about topics like sexual and physical education, future career options, citizenship, and, depending on the school, religion – a range of topics designed to prepare them to live healthy and productive adult lives. The South African National Curriculum defines Life Orientation (LO) as a holistic study of the individual and self in society.

It is a valuable source of information. This is an opportunity for young people to practice their emotional skills. People, citizenship, and other aspects of life in South Africa. When one thinks of Africa, three ideas spring to mind: democracy, human rights, and education in Africa (Mturi and Bechuke, 2019). The rising frequency of teenage pregnancies is the cause of what Mturi and Bechuke claim, even though LOs provide lessons on sexual and sexuality education to students in grades 8 and up. As a result, there are more pregnant students among teenagers. However, it seems that most nations have opted for free Pot consumption law hidden behind the adult medical health presumption while ganja has been used for pleasure by many adults including the schooling young populations who are dying physically and mentally at slow pace. The world experiences of ganja's decriminalized nations show a growing number of murders, schooling children sexism, parenting and marriage at an early age, commitment to contact crimes. In addition to this, when a child is brought up in dislocated family or a stressful environment, she/he can be led to an involvement to crimes and violence that can result to:

-Schooling violence and bullying of classmates and teachers

-Home and classroom robbery or house breaking

-Street Pickpocketing and bag-snatching

When the street violence takes over the law, the local community will be the only sector paying the price then therefore react against the local and national government's poor Public Management. I wonder why most of my friends went beyond what my expectation from them in terms of smoking cigarettes a weed. I am very concerns because before going home they must go by the shopping Centre smoke the electronic cigarette just near by the bus stop. I am not even able to avoid travelling with them because we are using the same bus thus, they are many and they are trying to influence me to try to smoke the electronic cigarette by the shop.

However, *findings back up the argument that Life Orientation taught to learners should be taken into consideration of principles that consolidate Moral education and be by the way hard workers and life savers. Therefore, for a young schooling girls and boys who must be empowered with the notion of being the future parents who can behave morally and thereafter able to educate their children to embrace acceptable behavior at home, in the community as well as school? Arguably, a young generation that behave morally is a generation that can uplift the nation 'social and economic sectors. Consequently, whosoever employs an immoral employee or addicted to drugs substance cannot prevent her/his company's bankruptcies.*

Above all, parents, teachers or Public Manager and workers' substance addiction is bad because every person working under drugs influence can by the way behave promptly emotionally. When schooling learners can be taught at its earliest age the consequence of drugs abuse it can help them to stay away from drugs and alcohol. Additionally, have being taught about the consequences of drugs abuse including whoonga to concentrate on the academics and social economic development to better the future. Life Orientation can also aid good knowledge and behavior for respect of human rights and dignity that can influence children behavior to stop the use of negative youth fight common words (YFCW) such as `` kill him, (*bulala*) beat him/her up (*umshaye*) because, these words have been the sources or motivation of physical abuse and death of several children women and other community members but the oppressors. In fact, in the same South African communities, it is very difficult for people in conflict to overcome the external pressure of the passing buy who cry the continuation of disputes. It is in this course of scene that the majority of individual in dispute cannot end up a discussion without being instigated to commit a direct crime. For schooling learners and the youth who tend to engage themselves to crimes, drugs consumptions and lake of respect to adults and teachers it seems to be often difficult to overcome peer pressure. *As a result, most adults and parents can be curious to ask themselves thousands of questions as why most of today's youth particularly the underage children cannot stop enjoy smoking cigarettes, consume cannabis, whoonga, and Tik narcotics. At this instance, without succeeding with the implementation of Religion teaching as a fundamental base of Moral Spiritual and Education. It has been remarkable that both the government and parents are not sure why the bulk of my pals have lost the willpower to quit mixing cough syrup with other substances that cause hyperactivity and actions in them. Moreover, as it was said by one respondent that: I know that it is not healthy for a pregnant woman to smoke because it can affect her baby but, as I am already smoking like any other member of my family what will happen to my babies?*

Hence forth in the mere ignorance of many parents and teachers, it is true that most of the drug abuse especially the youth while knowing sometimes the consequences related to drugs abuse and the effect chemicals excessively that it contains leading lead to hepatitis, they don't stop. Drugs abuse cannot only destroy the physical human tissues rather, it can also distort the psychological, mental and moral human abilities. What then would be the result of the family moral and physical values if continually the youth are losing the essence of moral behavior? Consequently, a schooling child Pot and Whoonga abuser suffering from the effects of these products attending school cannot respect her/his classmates, teachers and parents. Reason being, when the physical and psychological tissues are affected, it reduces the memory capacities to further education and being considerate of the ambient world.

5.3.7 FIGURE 5.2.15 DRAWING OF SKILFUL CLASSROOM

Shakayombo:

My worries are that there is an increase in the number of crimes among us learners at school and at home because of the unemployment that is in the family and even among our friends. I tried to observe that many of my friends who are smoking ganja or doing crimes in Umlazi Section E close to my grand parents' section and are all matric graduates, but they are not working. When I think about their criminal activities around the eThekweni Municipality my beloved land, I get worried that may be even me when I graduate, I won't be able to find a job like some these unemployed friends of the section E. Why is this has become one of my daily concerns?

I am often worried because, when I ask to my friends one by one why are they committing crimes?

Almost all of them they say that they tried to find a job but, the majority of companies' human resources department told them that they cannot employ them because they do not have work experiences though that they are holding their senior certificates; So, I then thought that the senior certificates are really adding little or not enough skills and moral behaviour to the high school graduates in South Africa. Therefore, I then believe that the matric certificate is adding more unemployed youth like me. Nevertheless, I believe that the government should include more practical learning skills in high schools, such as mandatory internships, so that when we graduate, there will be no need for experiences requirements.

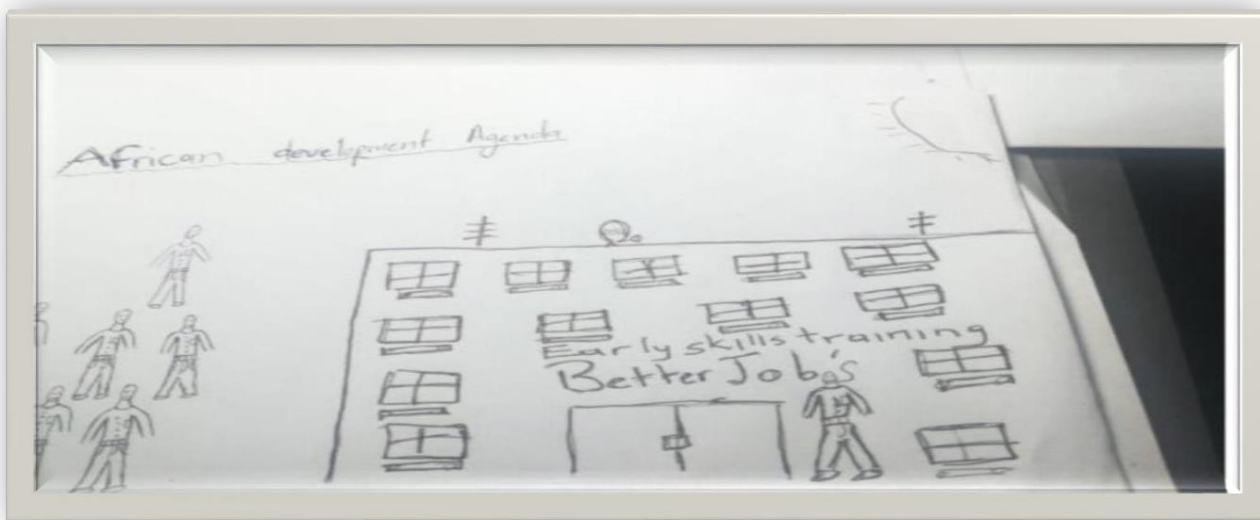


Figure 5.2.15 Critical skills among the eThekweni youths, lack of jobs the child moral behaviour

Nowadays, high school students' graduates have been excluded from the established TVET practical programs as well as higher education Work Integrated Learning Student Program (WIL) student program. Long back in September 2019, the Minister of Basic Education Angie Motshekga in her speech before the South African Trade Union known as SADTU that there will be five major changes in the South African Educational system which include also the introduction of new subjects and early leaving certificates. These changes included new subjects and new grade 9 certificates, access to the internet and free data compulsory Early childhood development/ECD and the South African education decolonization, as part of the 5 major changes related to the inclusion of new learning subjects and an early living certificate announced in 2019 by Mtshekga, there seem to be no answer to the high school learners' skills empowerment (DBE, 2019). The high school graduates seem to be excluded better skills and work experiences thus, it has mounted the government and the civil society headache as it affects the improvement of youth 'skills and their engagements for employment or the creation of their own jobs in the community since the beginning of the South Africa Democratic era of 1994. The reason being that it appears that because of the lack of setting up a Youth Robust Skill-Work and Practices Program (YRWPP) program for high school seniors learners and grade 9 to 12 population. It is true that senior certificates young people make up most of the actual unemployed population since they lack the necessary skills and work experience to get employment. Without a proper focused YRWPP, the senior graduate's learners of grade 9-10 and grade 12 will add a greater number of unemployed, criminal, misbehaving and unskilled population. Finding out whether students at Bechtel have been excluded from acquiring employable skills through practical exercises would be a useful finding of this study. To eliminate any assumptions, it would be advantageous to ask potential study participants for their responses before analyzing each piece of information that was gathered from them.

5.3.8 FIGURE 5.2.16 DRAWING OF A XENOPHOBIC ATTITUDE TOWARD MY FRIEND BY A CLASSMATE

My picture shows my friends from Mozambique because at the time of Xenophobia she phoned me that she could not go out because there were attacking foreigners in Durban City Centre and in many locations of Kwa Zulu Natal. I was not really and, I became so worried about her family. Therefore, after the xenophobic attacks I realized that my friend was no longer closer to me like before, but I tried to convince her unfortunately she was looking like not being convinced. Even the other friends from Congo (DRC), they started to take distance saying that they were not trusting me anymore. I understood their feeling because they were afraid of what happened thus, it is good for the governing body and the school as a whole set up preventing measure so that our classmate foreign nationals are not affected by the xenophobic attacks again.

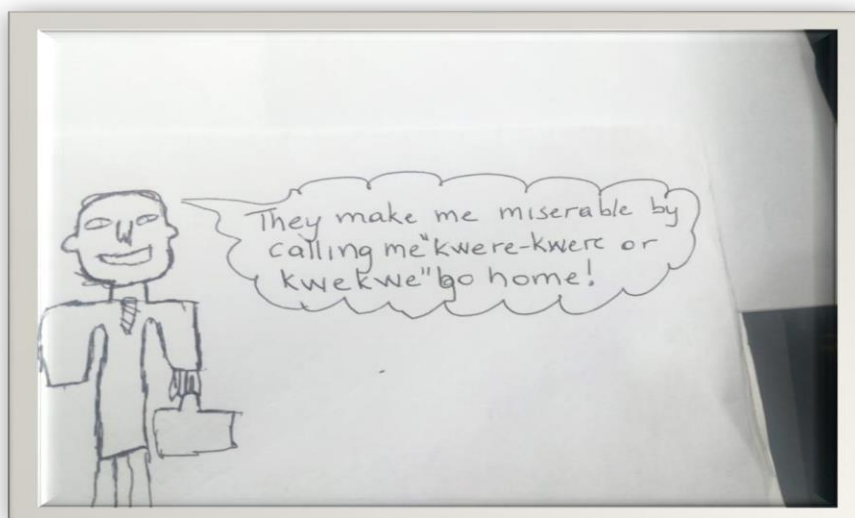


Figure 5.2.16 I s u e s among learners

According to the South African Human Rights Commission (SAHRC, 2017), another horrible case of institutionalized racism occurred behind closed doors as the nation is still reeling from recent acts of xenophobic violence. Its intentional targeting of children made the offense worse as it went against their fundamental right to education. All learners' documents must be current, according to a letter from East Leigh Primary School in Johannesburg that purports to have been issued on the department of home affairs' orders. We shall call the police to come and pick up any new international students who arrive on Monday, and you may pick up your child at the police station. The Mail & Guardian revealed last week that Mpumalanga schools close to the Mozambique and Swaziland borders are refusing to enroll hundreds, if not thousands of students. Xenophobic attacks on foreign-national adults in South Africa have devastated the country's public businesses, schools, and human capital, both local and national, on multiple occasions. The devastation of public business would in one way or another disturb human foreign capital related to scarce skills that a foreign nation can offer. Funny enough, it would be a good question to find out why the xenophobic attacks targeted only foreign nationals from the African continent. This question needs to be explored and answered in the future by academic researchers.

5.4 SECTION 3

5.5 5.3 Experiences in the Community

5.5.1 FIGURE 5.3.17 DRAWING OF THE BEGINNING OF YOUTH'S WORST HABIT OF SMOKING CIGARETTES FOR GOOD

Hilde asserts that the South African government has allowed us to smoke dagga, but it is now a serious problem for those of us who wish to stop abusing cigarettes and drugs over and over. Why are there too many people smoking cigarettes, especially my closest classmates, who are smoking cigarettes and *ganja* mixed with *Whoonga*?

I have been disturbed time to time by the lack of money to buy cigarette because it is not easy for me stop smocking both cigarette and weeds. Moreover, I am afraid to ask my parents to send me to the re-education centre because they don't

know that I am already drugs addicted girl cough thing badly all night. I don't know if the school is aware that across the road near the Sydenham shopping centre many adults are coming there to deliver drugs to children and thereafter collect money later.

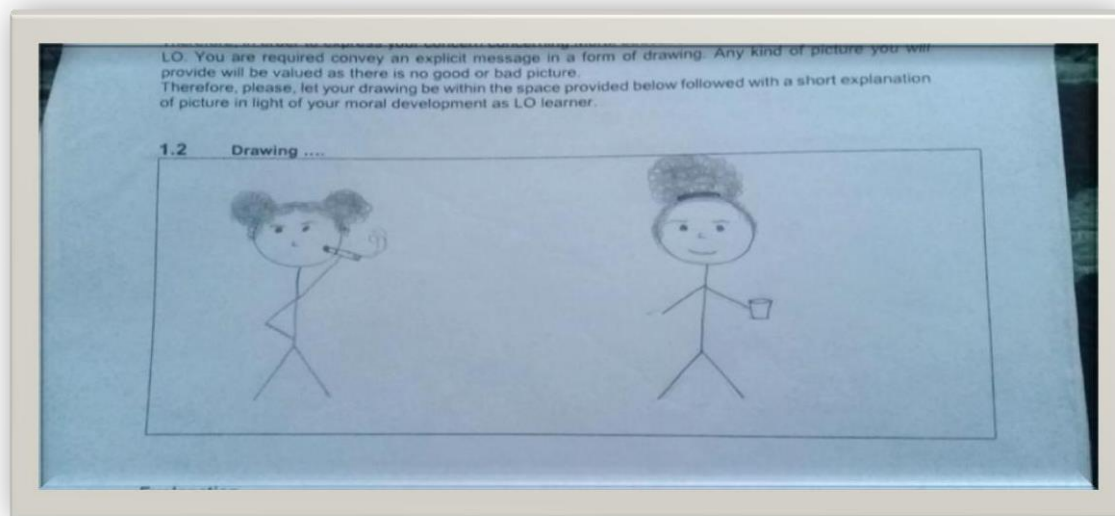


Figure 5.3.17 What is behind the “once upon whoonga, forever in whoonga” slogan? (Learning Outcome 1: Health Promotion).

What does it entail for a young person to design a cigarette and make whoonga, a locally produced drug derived from a cough mixture and other medical treatment ingredients? Whoonga, if we can call it by its newly invented Kwa Zulu-Natal local is a new substance known as "Whoonga," derived from a Swahili name that means "Flour" (*impumpu*), "*Bukula*" (Kiluba lang.), a mixed product of marijuana and heroin allegedly containing anti-retroviral, detergents, and rat poison, that has been invented by a wave of young people. Furthermore, the proliferation of Whoonga in Kwa Zulu Natal has resulted in a rise in the number of addicted Whoonga users in townships such as *Kwamashu*, *Inanda*, and Durban's *Wonga's Park* (Xolo, 2018). More specifically, drug usage, including that originating from home-made narcotics, appears to be harmful for home- dropout school females who use Whoonga in the city center. Today, most schoolchildren in South Africa's primary and high schools seem to be involved in the sale or smoking of overdoses of dangerous drugs combined with cigarettes, alcohol, and beer. So, is it customary in my country to observe June 1 as Tobacco Pay Day around the world?

There is a serious challenge among the youth concerning cigarette, beer, and drug abuse leading to addiction. Furthermore, when these school-age children become deeply involved and addicted, they precipitate a future social- economic crisis because they become, most of the time, violent, depressed, or isolated in their respective societies. Indeed, as people begin to abuse drugs between the ages of 13 and 20, they become more vulnerable to mental deficits, school disruption, poor relationships, and the fear of treatment or orientation.

(Learning Outcome 1: Health Promotion).

Smoking for schooling learners is one early step that has been taken by most senior primary and secondary school pupils. It seems to be true that for cigarette and weeds once tested the consumer will remain a consumer of it for life. Smoking cigarettes and drunkenness are two dangerous weapons that can harm individuals who consume these products.

Particularly, during quarantine and physical distancing such as in the time of pandemic stress like the C.19 (Covid 19) the risk of death among alcohol and cigarette consumers can be on a hike. Similarly, some research has suggested that social isolation and staying at home during the COVID-19 epidemic could disrupt couples' and families' routines and contribute to an increase in domestic violence, resulting in increased marital unhappiness and increased alcohol consumption.

Marriage to an alcoholic spouse has also been linked to an increased likelihood of alcohol-related problems. Furthermore, having a university education is linked to a two-fold increased chance of increased rather than stable alcohol consumption during the Indonesian pandemic, albeit this does not appear to be impacted by financial wealth, since no significant relationship was found between the two.

Due to the lack of comprehensive communication and care under many circumstances, the majority of drug or opioid-addicted youth become rebellious at home, in school, and in the community. There has been an inconclusive debate about whether there are enough appropriate services for drug-addicted schoolchildren and a system of regular control, orientation, and care.

5.5.2 FIGURE 5.3.18 IMPRISONED CACTUS DRAWING

Nozuko also alleged that:

Our lives are extremely complex like the life of a cactus we feel isolated in a desert of troubles like a cactus. We lack the water (freedom of expression and freedom in general) that is necessary for our growth and development. We are oppressed by parents at home as well as by the school governing body (SGB) because they act as superior even to our principal. The way I see their job at school is apathetic power that imprisons us. There seems in a power that limits us from achieving our true intellectual and creative purpose.



Figure 5.3.18 What is behind the school child's solitary actions?

The metaphor of cactus pictures the schooling child's personal isolation from the classmate either in school or in the community due to the social economic. The cactus is one of indigenous plants those human beings like to keep outdoors and, it is offense an untouchable either at home or the desert. The cactus is untouchable because it has horns that people fear to be poked of. It is supposed that human fear to touch the cactus leads the plants to a permanent isolation and the expression of loneliness. This metaphor of cactus isolation can depict some learners' lifestyle in a school premises or at home as well as in the community. Especially, it is critical for schooling learners to get involved in sexual practices before marriage and taking into account of sexual health practices. Whereas unsafe sexual practice can lead unhealthy sexual behaviours such as having multiple partners at an early age and damage the commonly tied relationships with colleagues and partners. When relationships are off rings, it is possible that one can be led to fear of being judged by peer colleagues while opting for self-isolation and self-esteem. Also, self-esteem and isolation like a cactus for schooling learners can be created by school managers over reacting toward learners who cannot abide by the school rules and regulations. Much of metaphor of cactus isolation have their source from teachers and school excess of authorities against children while the other can be caused by schoolmates' dominant behaviour such as bullying of others.

5.5.3 FIGURE 5.3.19 DRAWING OF A TRADITIONAL CIRCUMCISION SCENE

Mulundwe, alleged that: *Well when it comes to moral education it comes from parents and in the society in which people grow in most children are set to be circumcised traditionally by parents because they believe this is the best way and so their children when growing will have morals that one of their origin culturally and traditionally. I think people should be thought about the consequences of traditional circumcision of at school in Lo to be aware of risks and the government to set up programs or teaching the right way of circumcision. Importantly, to do circumcision in other way round for example involving modern practices with several practitioner doctors can keep the new circumcised members away from stress and sudden death. The issue of traditionally circumcised youth can be critical when the media announces the death of some our colleagues who have lost their lives*

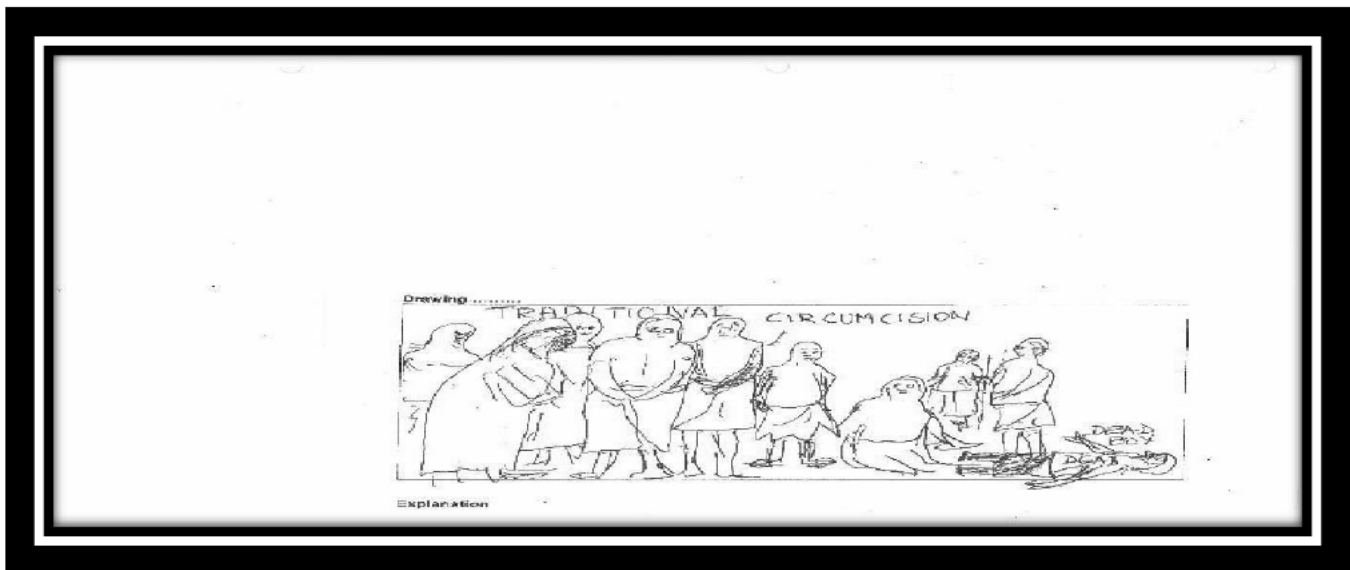


Figure 5.3.19 The circumcision thrust within the sub-Saharan region

Traditional circumcision is one of ancient African initiations that has been instituted and revered across African for centuries. Froneman and Kapp, (2017) say that in Xhosa society, traditional circumcision was considered necessary. Personal growth and development, family and peer pressure, independence and knowledge gained, a link with ancestors, and entrance into masculinity were all rationalized by participants. Despite the dangers of traditional circumcision and the obstacles that young men face, many young men still see traditional education and practices as necessary and useful. In the same vein, it has been said that education is one of sin-qua-non-agent in the contemporary African society (Katola, 2014). Circumcision

has been long performed on the children and teenagers or adults not on voluntary basis rather, one is forced to do it because of culture, while the other is forced by parents who vow that they have paid a circumcision master and the supervisors (Nongo and the Ntambo, Luba language).

This practice is performed on children sometimes against their will or consent. Therefore, parents and teachers are considered as traditional culture knowledge's 'intermediate and child personal lifestyle choices and child's informed decision-making skills promotion. Whereas, circumcision practiced for the Zulu (A Zulu Kingship/ tribes in the Kwa Zulu Natal, the Luba (Beside this, in the D.R.Congo children are brought up in different setting of culture among the Mongo further the northern oriental province, Pended (Kingdom of Bandundu province), Round (empire of Round or Karun in the Katanga province), Congo (Kingdom of the province of central Congo), Kuban (empire of...in the Kasai Province) thus, these Kingships and empires who had their ways of bringing up and educating their children. Circumcision among the Luba empire in Katanga province, (D.R. Congo) and other African tribes it is not only an initiation rather it is a traditional belief that leads a young male to its social economic and psychological responsibilities and public management. In South Africa, children at the early age were also brought up according to the Kingship's culture and manners. The system of bringing up children depended on the local education and traditions such as ways of bringing ups young girls, how to marry them and how the circumcisions practiced is practiced. Even though that circumcision in South Africa and other Southern African countries is only practices by males, it is amazing that in Egypt and other African countries the females' circumcision practice in Sudan and other countries is on the run.

5.5.4 FIGURE 5.3.20 THE YOUTH'S E-CIGARETTE AND THE COUTH MIXTURE PITCH LABORATORY (Learning Outcome 1: Health Promotion (LO1))

I wonder why most of my friends went beyond what I was expecting from them in terms of smoking cigarettes a weed. I am very concerns because before going home they must go by the shopping Centre smoke the electronic cigarette (E-cigarette and the P-mixture) just near by the bus stop. I am not even able to avoid travelling with them because we are using the same bus thus, they are many and they are trying to influence me to try to smoke the electronic cigarette by the shop. Most of our parents and even our teachers seem not to be aware of learner's vaping or using the electronic cigarette called as E-cigarette. Arguably, it unsafe for schooling children, teens and other youth to smoke e- cigarette because just like cigarette we were taught in life orientation that the nicotine has more risks as it is more addictive. Being addictive, it means that once you start vaping or smoking there is no stop but, it can harm the youth brain developmental abilities.





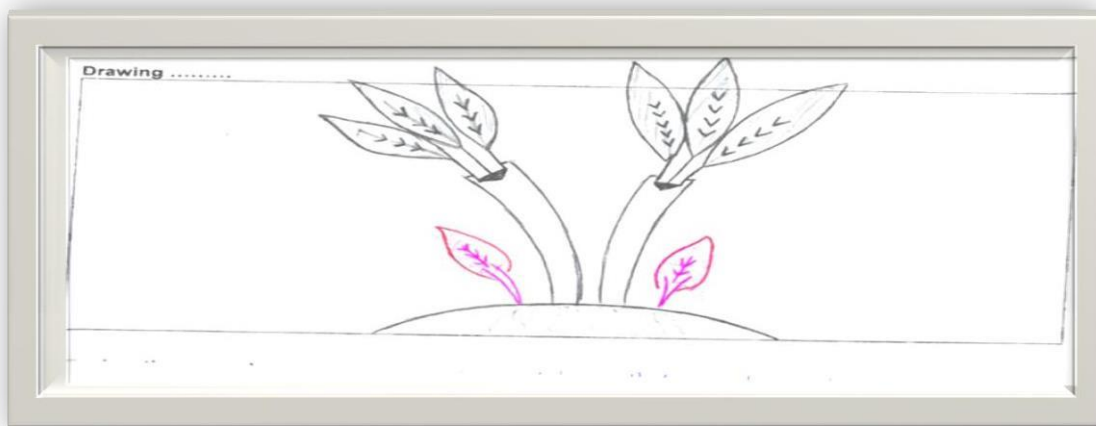
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Figure 5.3.20 Smoking electronic cigarette and making a new drug from the cough mixture (Learning Outcome 1: Health Promotion).

It is true that as a learner teaching and learning LO ought to motivate the individual and collective positive self-concept for the achievements of what is important in life. In this perspective it can be biennial for learners/students decolonized history, culture and religion become a set of distinctive curriculums considered in the same level with other learning subjects that have a set of beliefs, moral values and vital guidelines for learners.

However, some religions forbid to smoke or drink alcohol unless if one would like to lose faith. Particularly, the youth today are smoking every type of drugs and cigarettes were by some smoke the electronic cigarettes. In this line, it is believed that most religion beliefs and culture will enhance the culture of good moral behaviour including the self-concept self-health care and avoid inappropriate behaviour.

This Drawing is part of suffering memory regarding poor family will to protect our natural environment for the benefit of the upcoming generation. Is it because along our schooling we have not been taught and being drawn into LO knowledge and



information mainly in school and home concerning the impact nature conservation the climate change while it should a full curriculum dealing of climate change and what we should do learners.

Figure 5.3.21 The nature conservation teaching and learning as a must for school children’s curriculum (Learning Outcome 1: Health Promotion).

Teaching and learning Life Orientation is part of the South African system that coexist among others for the promotion of the outcomes-based education (known as OBE) and the Further Education sector as designed by the DBE (2011). The significance of two instaurations of LO curriculum teaching, and learning was a turning point of education inclusion and the educational system innovation at the dawn of South Africa’s democratic instance of 1994. Therefore, for the local and global environment future protection changes in the political landscape should include the youth at all costs. Giddens, (2000), argued earlier on that with the spread of Western institutions across the world about three hundred years ago the physical earth’s peoples has been gradually threatening. Moreover, the destruction of the earth’s resources has negative impact on humanity due to the actual situation. However, the destruction of the earth’s resources has cannot only have a negative impact on humanity rather it can also empire the global social-political and economic settings.

5.5.5 FIGURE 5.3.22 DRAWING OF THE MOTHER’S HEART

Mwamini allegedly avers that *all my statements when I am asked about women’s life in the society. All the people use to say that women cannot do certain stuff according to some culture. Women only stay at home can’t work and must act a certain way just because they are women. I am sure it hurts certain women who see other women do things they cannot do. My mother is a hero because, as a single mother she can bring me up on her own ways.*

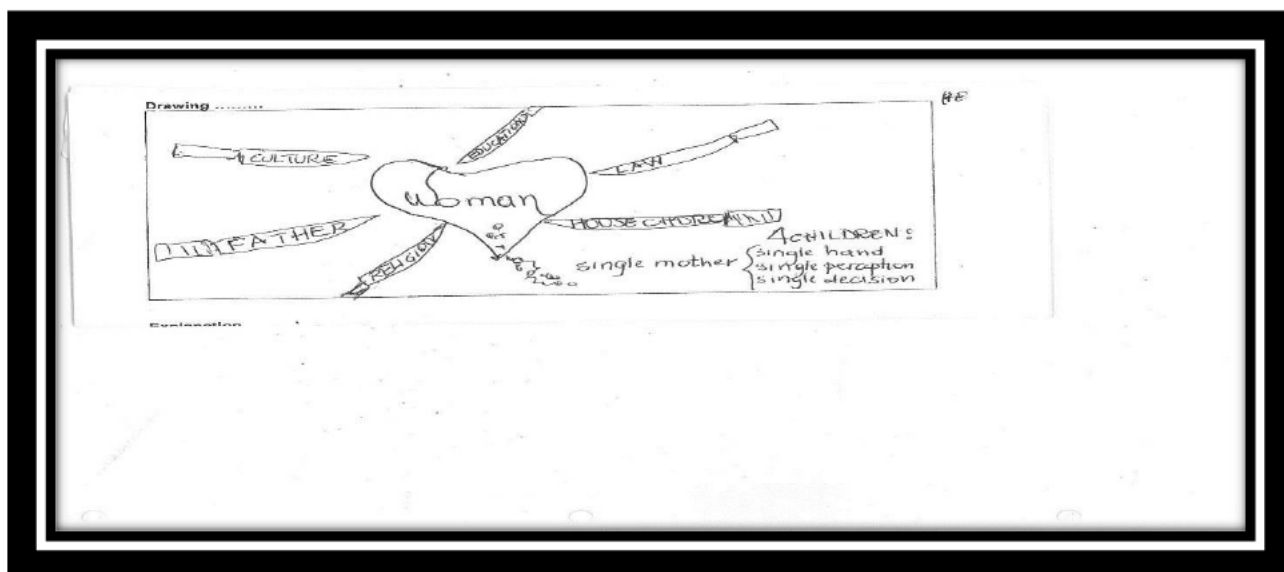


Figure 5.3.22 THE WOMAN’S HEART PLIGHT

Nowadays, it is very confusing to determine the woman ‘status in the African society. Even in South African and other

developing countries that try to advance the women's rights and social economics position of women. Reason being, is that the African most traditions were not arguably prepared and set for women's premium place in the society. Moreover, the women's heart is hurt and under threat daily through culture, gendered educational system, the country's law, the house chore, religion, the family and husband's need and care. Therefore, women have few times to uplift children's moral education at home because their hearts carries a lot daily. Parents 'room is one of place that is expected to be clean and envious areas for children. The world without a woman is like humankind without heart, it means that when a woman cannot teach a child, she will reap the upon the child's future mess.

Therein growing support for the claim that women are very sensitive and emotional to the pain that occurred to a family member or a neighbor. When a child disrespectful act occurred within the family, evidently the child's mother will bear much the pain of her child. The results provide confirmatory evidence that even though that the father also has a heart of his child but, women's heart can be more hurt or pocked by the child's bad moral behaviour and actions.

5.5.6 FIGURE 5.3.23 PICTURE OF TODAY'S FOURTH ELECTRONIC GENERATION AND THE PLACE OF THE CHILD IN THE WORLD.

Nday propounds that, *I am worried sometimes when I think deeply how I am using my mobile phone and other media. I have realised that all the time if I am not using my phone, it means that I am watching the TV because there are movies and cartoon that I am used to watch and acquire world knowledge. It means that I am learning new ideas and, by using other appliances input and techno's I am feeling fine indeed. For example, children seem to be unfaithful and impolite toward parents and adults because of the use of appliances found in their hands. More again, I wonder how many infights families can have faced when children and parents daily are coming the shores. At school, we are told not to bring our cell phones in the school premises but, no one has stopped that practices.*





Pictures, Shutter stock, Unsplssh, Pixabay and Dreamtimes2021

FIGU5.3.23 Drawing of today's electronic complexity among the youth and the adults: the power of the digital divider.

Today's digital shift brought in by the Technological era of people who want to learn to change the world is very important tool that can convey information while responding to different human's questions and needs. Importantly, the world want offers strategies that can help to make digital learning more accessible and inclusive but in ignorance of moral ethics' teaching and learning of the future generation users. Nowadays, there have been numerous security strategies through internet and social media to try secure confidentiality as well as the schooling children's Moral behaviour. Considering moral behaviour, it is pertinent to stress that the pace of child learning can be sluggish but compact at an early or later age.

Arguably, this study has found that the mental (of intellect and ethics) and the physical abilities the child memory abilities or disabilities can be refined using the apparels found in her/his hands in accordance to the ecosystemic stances, opportunities, challenges in practice. For this reason, our experience into child's moral behaviour and the electronics appliances especially the mobile phone, TV and computer games. I have observed several school children in our debriefings that many could lose attention or answer in an ugly way not because they were concentrated on the use of their apparels while participating in the meeting. There is a challenge set up against parents and teachers who oversee children born of this fourth-generation electronic age. This last issue will be left for the future study.

5.5.7 FIGURE 5.3.24 DRAWING OF SCHOOL CHILD'S OBESECITY

Mukalay continues to say that:

A junk food eating uncontrolled child can only harm her/his own health if she/he continues ignoring self-health practices such as eating regularly vegetables and fruits instead of pretending to be reach in eating junk foods in the restaurants and expensive sweets. A good schooling child who studies Life Orientation follows strictly teachers and parents for the sake of future preparation. Even though we have enough or little foods at home, there must be a rule for eating because we know that eating fat food can disrupt our physical due the lack of regular physical exercises which can affect individual mental aptitude and leads to obesity or the haemoglobin distortion.

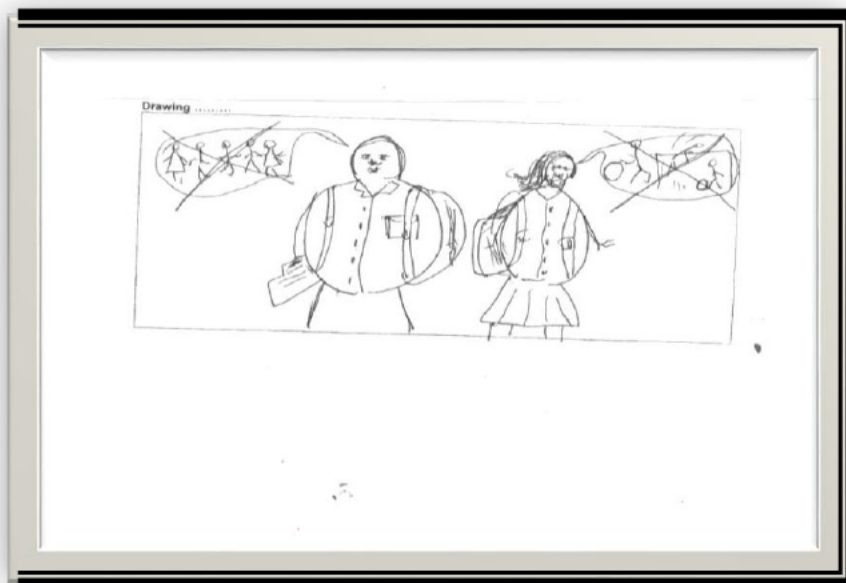


FIGURE 5.3.24 DRAWING OF THE PLIGHT OF THE GROWING THREAT OF OBEISITY AMONG SCHOOLING CHILDREN

There have been several warnings concerning the growth of obesity among schooling learners and parents as well. World Health Organization have been sending warning messages about the needs of doing gymnastics (physical exercises/PE). health care against health hazard and the increase of sugar in human body across the world and South Africa as well. Today, obesity has taken place and has been found with one or two family members is not doing physical exercises even though that sometimes the family members seem to ignore the plight among them.

5.5.8 FIGURE 5.3.25 DRAWING OF MY MOTHER'S LIFE

Kyungu propound that, *there has been little knowledge about my mother's suffering to handle the small grant she is receiving to sustain our life as a single mother. Who cares about our daily living and education? Therefore, I have observed my mother courage to sell vegetable and ships on the street is one of effort that I can learn as future mother if I will not get a husband. I believe that the difference between us and children brought up in family of couple parents is that, unlike us brought who are brought up by the single mother.*



FIGURE 5.3.25 Drawing about an unemployed parent woman asking for help

The African youngster has been taught a great deal of folklore regarding how to obtain and manage money in daily life. African children have been taught good ways to get money throughout their lives, on the one hand. The African youngster, on the other hand, has grown up hearing taboo tales, folklore, and infamous legends about making money. There are two basic defenses that may be made to dispel the uncertainty surrounding how to obtain and use money for an African youngster. Arguments can be made in favors of progressive ideas that give kids more opportunities to find employment using their skills or earn money in ethical ways without breaking the law or considering criminal activity. Drawing on these arguments it is true that some people believe that to acquire money after committing a crime is normal. Moreover, seems to lead many skilled workers to believe and that getting easy money without labour.

5.5.9 FIGURE 5.3.26 DRAWING OF A TYPICAL SCARCE SKILLS AMONG THE YOUTHS

Hilde *My drawing is concerned about my worry about my future's career after writing my matric I don't know what I will do as job. My worry is particularly based on what I have seen in our location there are so many people with matric certificates who are unemployed. Thus, I am worried because even me when I finish my high school, I will be also unemployed like them so, what can I do now because I don't have any practical skills that learn at school*



FIGURE 5.3.26 High school learners and career exposure

High school in South Africa has a well-structured teaching and learning curriculum and examination system therefore, there have been a gap concerning the child's moral behaviour orientation and professional skills development. Professional skills do not involve only technical professional skills rather, children need to be empowered by psychological and mental capacities that arouse and can prompt critical thinking and objective reasoning for better communication skills and the will to be positive of being successful citizen who behave with patriotism, dependability, with the respect of time management, teamwork and love for unity.

In exception to the students/learners drawn from Further Education Training/FET colleges, in the recent years many South African high school learners end up their study with a nominative senior certificate that has no soft skills or extensive professional skills. This can result in asking questions that:

Can a newly South African senior certificate graduate be considered as a skilled and ready professional to be employed and offer a well expected service? Along the line, an answer can be expected from the respondents who will get involved in this research study while considering that without soft skills combined with extensive professional skills learners cannot behave morally and shown good citizen.

5.5.10 FIGURE 5.3.27 MY COLLEAGUES SCHOOL GIRLS AND BOYS ARE WARING TOO SHORT SKIRT AND THIGHTEN TROUSERS UNIFORM AT SCHOOL?

Kanyengwe believes that every generation has its own dressing code, vibrant street mode, vocabulary and commonly used words or expressions. However, between the older and the younger generations there is an ideological conflict known as a Generation Conflict. A Generation Conflict always can lead to de separation of the older and younger generations. The separation between the two generations can establish the differences of opinions and views especially with regards to living style and the dressing code. Arguably, it can be remarkable to say that the later can set up a way of seeing the world and life's gap between the youth and adults. Therefore, the latter being out different way of wearing cloths can be seen normal adaption of putting on cloths that older people see as irrational style. For instance, we have adopted a new child invented school dressing code by wearing the same uniform at school but, by adding more stiches (such as tighten trousers and shortened skirts/dresses) that both parents and teachers cannot deny us. It is a pity that our parents do not mind exposing their underway after washing them. For instance, I feel like my parents do not care their children's morality and parents' respect. Issues within the family. Why should I see the entire bunch of my mother's cloths as a young male? The school ground has many secrets and invisible syllabus that not teacher, principal, the school governing body and parents do not know.



FIGURE 5.3.27 Drawing of a new child' school dressing code invention which can leads to unconsciously forced attitude to rapist

The school ground has many secrets and invisible syllabus that not teacher, principal, the school governing body and parents do not know improvements, there must be a fundamental shift in acknowledging that teachers and administrators contribute their own preconceptions to the development and enforcement of school rules. "I believe there's this notion... that you can separate your bias from your career because prejudice is a natural part of life." (Li Zhou, 2015). FIGURE 5.3.28 Drawing of my mother's heart

Shakina allegedly avers that *all my statements when I am asked about women's life in the society. All the people use to say that women cannot do certain stuff according to some culture. Women only stay at home can't work and must act a certain way just because they are women. I am sure it hurts certain women who see other women do things they cannot do. My mother is a hero because, as a single mother she is a strong woman who cares.*

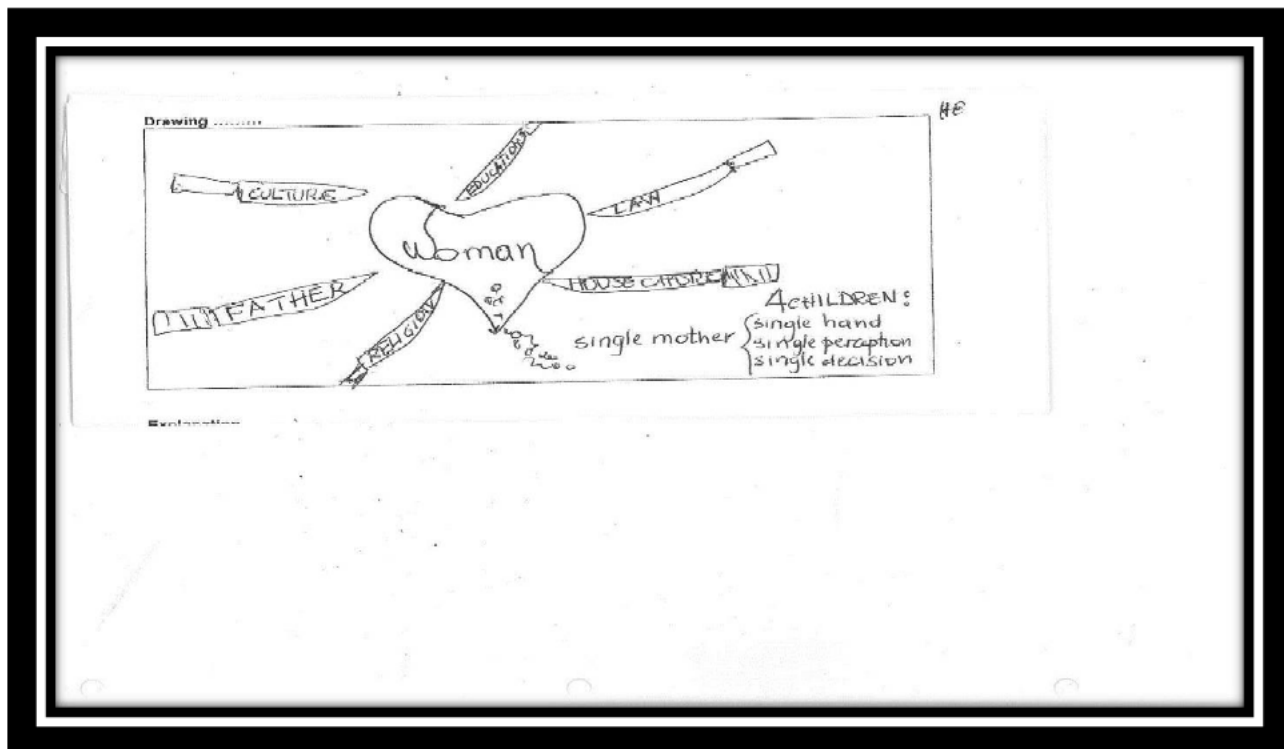
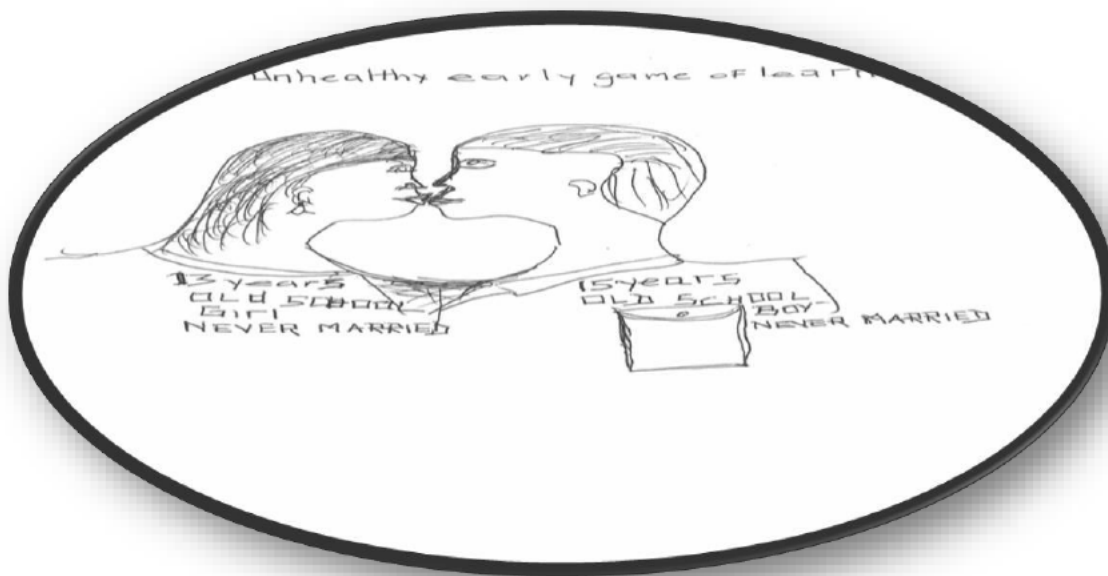


Figure 6.3.28 THE WOMAN'S HEART FLIGHT

Nowadays, it is very confusing to determine the woman 'status in the African society. Even in South African and other developing countries that try to advance the women's rights and social economics position of women. Reason being, is that the African most traditions were not arguably prepared and set for women's premium place in the society.

Moreover, the women's heart is hurt and under threat daily through culture, gendered educational system, the country's law, the house chore, religion, the family and husband's need and care. Consequently, women have few times to uplift children's moral education at home because their hearts carries a lot daily. Parents' room is one of place that is expected to be clean and envious areas for children. The world without a woman is like humankind without heart, it means that when a woman cannot teach a child, she will reap the upon the child's future mess. Therein growing support for the claim that women are very sensitive and emotional to the pain that occurred to a family member or a neighbor. When a child disrespectful act occurred within the family, evidently the child's mother will bear much the pain of her child. The results provide confirmatory evidence that even though that the father also has a heart of his child but, women's heart can be more hurt or pocked by the child's bad moral behaviour and actions.



5.5.11 FIGURE 5.3.29 Drawing of the ever school courtyard invisible corner

In a school court yard, there are some of our recreational hidden places were teachers come rarely to check thus, we are often free to play naughty adults' games such as:

-Kissing by force girls who are passing by

-We can also bully colleagues' males or females who are not part of our group or else anyone who persist may be beaten after school.

FIGURE 5.3.29 The school corner, a hidden place for mess life and one of bully's fertile land

Nowadays, there have been a serious concern about the schooling children safety on their way or back to school as well as in the school yard and around. When a child 'safety is utterly undermined criminals who are operating day and nights in the community. The situation of safety at schools and around the country is one of counter actions that undermine the South African government efforts to curve criminality in the communities and promote claim public administration across the board. Following the preceding, there is a serious concern about crimes against women and children that need to deal with in South Africa as a nation.

5.5.12 FIGURE 5.3.30 DRAWING OF MY HIDDEN STRESSFUL AGENDA

Leah stated that: Stress is something I deal with inside school and outside school because, I have tried to understand my Mathematics subject but no way. Especially, being a matric there is a lot of stress with the work to do. In fact, together with the other learning subjects it's quite a lot of work. It affects us. Sleeping patterns; thinking is distracted, and we become over whelmed. Stress causes us to lose weight lose hair get a lot of headaches and you become very sleepy stress is a huge problem and we need better ways to deal within it.



FIGURE 5.3.30 The stressed schooling child's attitude

In this long run, this study will overview schooling learners' experiences both at home, at school as well as their community. For instance, the part of the study will cover learners' experiences at school then thereafter it will address the home and community realities. In this part of the study, the main cause of stress as expressed by the respondent is about the stress caused by teaching subjects that she finds difficult to master its content and form. The first drawing produced by respondent is about stress at school. Stress among schooling learners is one of psychological states that hunt them and sometimes leads them to adopt different attitudes. This drawing shows one of learners' mind, attitude and actions because of society's inability to fulfil the child/person social and economic demands. Moreover, human/schooling children stress can emanate from lack of fulfilment of either internal or external needs. Internal needs are those coming from within in other words they are part of mind and thoughts. What is the underworld of home and school 'stress experiences'?

Yet, stress is part of human mind and thoughts as they are source of human actions or that a person is able or unable to do. The resultant of the former produces joy and overwhelming while the latter produces pressures which leads to social pressures, anxiety the sense of failure and human stress. There has been an inconclusive debate about whether school learners' poor moral behavior and school failure can be influenced by level of their stress.

In fact, the level child joy and stress can determine her/his attitude and actions levels. Today's schooling children moral behavior has been affiliated to stress because it is believed that when a child even an adult is stressed, sometimes she/he can be: Violent, play truant, or playing rough games and point fingers on people (finger pointing is an offence in the Zulu culture and others while for others it is not an offence)

Disobedient, misbehave at home, in school and in a public place, yawn loudly in public and play loud music in public, does not care about anyone or anything, tamper with educators' properties can be some of negative dominant factions found among the youth today. This study has found that, there are just few small mistakes made by ignorance by the youths that can cause quarrels, fights and death among the youths. It is true that every South Africa is living in free society thus, most school children and other youth they know only their rights, but they seem to ignore their responsibilities toward the rest of people who are in the neighborhoods. Arguably, if after making noise, yawning in front of others or playing loud music, she/he most people used to respond that they are free to do so because South Africa is a free country. Therefore, instead of approaching the youth who is disrupting the public quietness it may result in fights back or killings. In many cases, respondents have stressed that hopeless, tease, bereavement, fight or bully among the youth. Among others, Inconsiderate, consume illegal chemical substances and drugs, bunk school, dishonest. To encourage learners to value their thoughts and knowledge against stress thus, the child will be able to return to cultural values that can curb social ills. In education child 'self-esteem and motivation seem to be subject of stress or overwhelming if the taught curriculum can ensure the upliftment of every student through pragmatic pedagogy. In the same vein in education child 'self-esteem and motivation can be measured through teaching and learning that are weighed through the assessment. Indeed, if overwhelming, joy and stress are considered as personalized feelings it is also important to stress that the study results such as an assessment pass or failure can affect first the candidate then thereafter those who are related with the learner. Stress in school for schooling children upon their learning subjects or curriculum can be personalized thus, its challenge effects can be personal because it cannot be the same for all students. Schooling child stress cannot be a similar challenge and effects. Reason being, stress can be personal, and it may not be the same for all students because stress can result from the family issues such as parents' divorce, daily poor communication, parents' joblessness aging. Children stress' symptoms can be influenced by the world/environment known as ecosystem. Dowshen, (2015) alleged that it is not easy to recognize when kids are stressed out because they express their mood swings in short-term behavioral changes, acting out, changes in sleep patterns or bedwetting. While children's life these symptoms often affect some schooling children and thereafter it can lead them to the adoption of new habits such as:

The child's behavioral changes over time, are a change and changing relationships according to new interest and goals setting. Therefore, the first child's relationships are formed in the family with parents and sibling then thereafter with the extended family, friends and in the school/workplace. Very often, the school child's behavioral changes (academic failure or pass) sometimes into thumb sucking and nails cutting with teeth while ending up distracted against learning.

In other instance the child can Imitate or disrespect teachers/adults 'voices (speech), behavior, clothing including hair style or due social economic constraints, the child can steal at home, the community and at school.

Feel useless after parents'/adults 'wrong advice Bodily changes nightmares (especially for girls).

The question a schooling child's moral education is very wide, complex and vibrant in the ecosystem that can leads a difficult situation that led. Moral Education is wide because it is a one of every government Public Management concern. Reason, if most of the Nation's population has a poor moral behavior citizen's poor behavior will affect the social economic development. The question of Moral Education is also complex because there is not moral uniformity among the different races and countries. However, Moral Education has vibrant values and norms which should be transmitted by school. The Church in this ground, can also be given back and exceptional privilege to teach religion in school as one of learning

subjects for emotional formation and through religion values transmission. Whereas, in the process of transmission and socialization when a child is found a difficult situation that needs help from parents and teachers. Any intervention delay can tend the rise the child 'stress that need a formal regular Moral Education learning subject to be supported by parents, teachers, psychologist or social worker's prompt intervention to lead an individual. Moreover, for the schooling children, there might be a need for the psychologist or social workers to be based permanently in every school of place of recreation across the nation. Indeed, the psychologist or social worker permanent prompt intervention and orientation can reduce childrens' misconduct and school disorientation. As from now, it is not important in this point of time to set up an intervention plan to partake in the children's behavior orientation of teachers and parents. Instead, it would be plausible to get on board appellant shares the stress experiences above.

5.6 CONCLUSION

The preceding parts of this chapter has exposed children experiences at home, in school and in their community. Also, they have expressed their concern pertaining the effect of moral education in their lives through drawings supported with their verbal and written expression. The next part of this study will be engaged in drawing up conclusions and recommendation for further study and government future decision regarding Moral education effect on school children in eThekweni and South Africa.

CHAPTER SIX

Conclusions and recommendations

6.1 SECTION 1

6.2 DIGGING DEEP AND EXPOSING THE EFFECTS OF CHILDREN'S EXPERIENCES UPON MORAL EDUCATION

6.3 Fixing a Particular Eye on the Findings of the Study

The "research study" section will entail a summary of the major findings of the study objectives guided by the research questions in respect of the research's trustworthiness.

6.3.1 INTRODUCTION

In the previous chapter, generated data was presented and discussed. During this study, data were presented according to potential participants' experiences at home, at school, and in the community. The findings and discussions of this study were presented in the preceding chapters. However, this chapter seven provides a detailed discussion of the entire study in accordance with the research objectives, research questions combined with the drawing prompt, limitations, and recommendations for future research. Moreover, data were presented according to participants' lived experiences; thus, challenges faced at home, in the community, and at school were mostly highlighted as part of factions of youths' moral ethics and "deprivation." Data generated during this study revealed various challenges that school-aged children face before showing the challenges that schooling children face at home, in the community, and at school. It is very pertinent to enumerate and highlight their challenges below:

- Bechet school children, like other students in the eThekweni Municipality, face challenges in terms of Home setting size for large and medium families
- Lack of nutritional education for children and the family Single parenting and poor childcare
- Divorce and its family damages
- Parents and youth are growing unemployed.
Women's sexual abuse and growing rapes
- Racism and social closure in South African Schools
The ugly, but beautiful schoolgirl's anxiety
- The schoolyard's corner, a mere sexual negotiation, an uncontrolled school ground
Schoolmates support children's sports abilities and practical knowledge during practices. Learning subjects' stress

- Health care and the growing number of obesity cases among schoolchildren
- Health care and the growing number of smokers, pot smokers, and other dangerous drug consumers among schoolchildren
- The downfall of scarce skills among high school learners and graduates
- The status of foreign national learners in the educational field and their security Is circumcision important for South African youth and adults?
- Health care and the electronic cigarette era, and smoking cigarettes for schoolchildren
Climate change and nature conservation
- What is the effect of the advancement of electronic appliances on schoolchildren?
Sexual assault or rape of women and children—what has not been done?
- Poverty among school-age learners and their involvement in whorephobic activities
- What are the shortfalls of the religion teaching and learning curriculum within the LO learning subject?
What is the better way forward for children's rights if children adopt a new uniform style?
- Finally, data revealed that they face bullying in and out of school because of their parents' divorce.

6.4 SUMMARY OF THE MAJOR FINDINGS REGARDING THE KEY RESEARCH QUESTIONS

6.4.1 What are the current opportunities and challenges of teaching and learning moral education within the LO curriculum?

The findings collected indicate that Life Orientation (LO) schooling learners' experiences at home, in the community, and in school present a critical situation with regards to LO-taught learners' moral degradation. While the LO curriculum has been expected to provide a full set of skills to the youth that enhance vital moral care through opportunities and challenges for schooling learners at Bechet High School and throughout South Africa, the school and government have failed to implement moral education among the youth through teaching in schools. A closer look at the data indicates that the schooling children at Bechet High experience either similar or different occurrences in their lives, but that these challenges occur commonly in their home, community, and school. Furthermore, we needed to try to find an answer to the study questions, which led us to use the data generated by potential participants. In addition to the preceding chapter, this chapter will emphasize and present the study's conclusions as well as recommendations for future research. Whereas the school is considered a place of logical empowerment, friendship, and reason, it unfortunately tends to become a place of violence, intimidation, bullying, sexual drive, discrimination, and intimidation that parents and the government would not accept. According to the findings of this study, teaching and learning LO in high school has not resulted in significant theoretical advancements for LO-taught youngsters, particularly those who have reached school age. The aim of studying life orientation for both educators and learners is to empower them with strategies and competencies that facilitate their psychosocial as well as physical development.

To understand the child as well as the adolescent, several studies have been made worldwide. The study of day- to-day child life is a serious national concern. Considering LO, the study has found that there is a huge moral crisis among LO-taught moral education learners in KZN.

6.4.2 Why is moral education important?

This study's underlying title, "The Effect of Moral Education at Bechet High School," addressed the study's main issue and its importance. This study tried to examine moral education in public schools in South Africa, considering the opportunities provided and challenges faced, but it looked only at schoolchildren's difficulties encountered in teaching and learning. Moral education's importance for a school child in South Africa and the SADC region brings social and economic harmony in the home as well as in the country. For the benefit of a child's early development of ethical behavior, moral education at home often begins with the parents, who may adopt a variety of strategies. To fill the ethical holes in their children's lives, some parents prefer to employ yelling and even violence. A youngster being yelled at or physically assaulted as a form of discipline is acceptable in African culture, contrary to what is perhaps true in Western culture. On the other hand, a person from Africa would behave unethically if they ate in front of a child or an adult. What would be the appropriate method to construct an African home so that it can accommodate an adult using the restroom without having to worry that nearby kids would see them?

The study also tried to determine the crucial context in which this study was conducted. Moral education has a relevant power that can sustain moral play. Whereas morality plays an obvious role in public administration as well as in any enterprise building capacity, a leader or manager, on the other hand, requires not only leadership skills but also moral capacity. Very often, a well-behaved manager or individual can demonstrate their strong leadership power and unifying skills. A personal moral value exerted in the public arena can thus offer profound social and economic growth and improve an individual's social security. Can we imagine a world without marijuana (cigarettes) and other drugs and the impact of their abuse and behavior in families, the public square, and schools?

Moreover, apart from their teachers' involvement in the study's plan, the purpose of this study was to evaluate the efficiency of moral education and its implementation among students who have been taught LO regarding their daily life experiences at home, in school, and in the community. For the study context, concentrate primarily on the theoretical frameworks found in the child's moral social construct and the social closure among taught participants. Moreover, South Africa has a quality guarantee for increased domestic gross output growth. The problem at hand is based on general crime, principally dominated by street assaults, armed robberies, several burglaries, drug dealing, and other illicit business. My investigation uncovered two opposing viewpoints on those involved in criminal activity. The first is that of the citizens of South Africa, ranging in age from 12 to 50 years old, especially street offenders and house breakers.

The second viewpoint is provided by a citizen of the same age group as the first. The third opinion is based on my own experience on the ground, including the media, the internet, and newspapers. In the long run, most appellants expressed grave concern about accusations that migrants were the sole perpetrators of crime. Contrary to this opinion, foreign citizens expressed their concern by saying that criminal syndicates emanated both from local and foreign national communities, and then they set up common teams. The fact that even criminal syndicates cannot immediately condone the consequences

of crime and immorality if it can happen to them as criminal syndicates demonstrate that people without morals do not choose their origin, so why can no one bear their responsibility in this dispute?

As a threat to South Africa's security, I thought that crime has a negative impact on the micro-economic and evangelistic sectors, therefore affecting social development. One significant trend has been the increased crime within the Mahatma Gandhi Road and St. Georges area, relative to the young thugs between 18 and 35 years of age. Among them were drug dealers who glued together cannabis smokers and street alcohol consumption that accompanied overnight street parties, which likely increased the level of violence and crime. There are also prevalent issues of abandoned children, young adults, and jobless youth, including lonely school youth. This study and investigation have discovered that most of the criminals in Durban Central are from the poorest of the poor families, are single parents, separated from their family, have already been jailed, or have abandoned high school. Also, most girls involved in this race of crime-related groups are sexually and HIV/AIDS-vulnerable and challenged by their feminine daily needs. This study discovered that school-aged children can be victims of rape on school grounds, particularly in restrooms.

Learners and students can be warned to be cautious when going to the public restrooms as they could be victims of rape, robbery, or murder. According to my investigation, many offenders are operating first by race and origin. The arrival of many foreign and local rural youth from these locations and colored citizens from the Cape has greatly increased the number of local street offenders.

They are often armed or in possession of knives, which they often hide as the police approach them. This study aimed to investigate the effect of moral education on students at selected secondary schools in Durban. Moral education for the youth and society in general is part of Global Ethics (GE), which can be considered a unique way that human beings must consider their endeavors. Can we imagine a better world of progress with several immoral children growing up?

Work and ethics cannot walk together for the good of individuals and businesses if society is made up of fraudulent public administrators, corrupt public servants, members of parliament, and their leaders, including the top government leaders. Individuals' ethics should conform to ethical behavior that considers work and ethics as part of vigilant actions on moral behavior in every choice that society must make. As part of the proactive efforts in promoting ethical values (Oberle et al.), it is imperative to implement substantial measures aimed at restructuring moral education into an independent curriculum, distinct from both religious studies and Lo, with the aim of fostering a pedagogical environment dedicated to instilling virtues such as honesty and a strong work ethic, while actively discouraging complacency. While education undeniably serves as a critical conduit for societal and economic progress, the current reality underscores the urgency of moving beyond a system that produces highly skilled professionals devoid of moral grounding.

6.4.3 Tracking the Road Map D Steps to Promote Moral Education Through Formal Education

Among the research study questions, addressing the second question is important to consider in this section as it points to a solution to the need for schooling children's moral education. If the road map of morality and behavior emanates from religious knowledge, family beliefs, and traditional practices,

The road map traced to address the second research question of this study highlights the possible action steps that could be put into practice and put in place for good moral behavior in schoolchildren. A closer look at the data indicates that the action steps are presented in line with their home, school, and community experiences. The degeneration of the South African family's moral education poses a challenge for parents, teachers, and the government to understand today's school-age children's behavior in families, schools, and the community at large.

6.5 SECTION 2

6.6 DEALING WITH THE CHILD'S HOME EXPERIENCES

6.6.1 Action steps (AS): AT HOME

It is important to assert that school-aged children deserve a spacious home that offers opportunities that advance their educational achievements. A spacious home is not needed only for sleeping; it is also needed for study and better family concerts. It is important to assert that schoolchildren deserve a spacious home that offers opportunities that advance their educational achievements. Therefore, it is a free place that children can visit at any time if they can. As a result, in some cultures, a parent's bedroom is considered a sacred space where a child lives in privacy and no stranger is permitted to enter. Apparently, parents consider their bedroom a place to take a rest and enjoy the rest of the night's dreams, but do children need to go in and out as they can?

A spacious home is not needed only for sleeping; rather, it is also needed for study and a better family's concerts. Beyond the apartheid era, the introduction of the Reconstruction and Development Programme, known as RDP, came into effect to fulfill the housing dream for disadvantaged families in South Africa. The RDP's goal was to exercise a collective will and make a patriotic decision that would influence the socioeconomic development of both this generation and future ones. The RDP is a comprehensive and well-organized framework for socioeconomic policy. It aims to mobilize all our people and our nation's resources to end apartheid permanently and create a democratic, non-racial, and non-sexist future (ANC, 1994). The bedroom of parents is one of the rooms where parents do not sleep or relax but instead maintain some specific items and clothes. In certain cultures, a parent's bedroom is regarded as a "no-go" child's space where only family members are permitted to enter. Parents' bedrooms appear to be a place for them to relax and enjoy the rest of their dreams, but do kids really need to come and go as often as possible?

Importantly, the parents' bedroom is one of the spaces where parents are not sleeping or resting; rather, it is also a place to keep some belongings and clothes. Therefore, it is a free place that children can visit at any time if they can. Therefore, for some cultures, a parent's bedroom is considered a sacred place as well as a private place that a child is not allowed to enter. Seemingly, parents' bedrooms are a place to take a rest and enjoy the rest of the night's dreams, but do children need to go in and out as often as they can?

Children are not permitted in their parents' bedrooms because they will be cursed if they see their clothes on. The Baluba people of the Great Katanga region of the Democratic Republic of the Congo (DRC) also believe that any man who looks at menstrual blood runs the risk of developing myopia. This section of the study spends a lot of time talking about how to

instill moral values and cultural norms in children that they may use at home. Boys and girls were typically permitted access to their parents' bedrooms. Boys and girls used to enter their parents' chambers in many houses. Given this, there is growing proof to back up the claim that, in addition to the children of minors, one's parents are Data collected indicates that several participants are dissatisfied with the presence of parents. For the sake of their parents' respect, they regard their clothes as personal and sensitive objects that should not be exposed on an outdoor washing line at any time. In terms of the social aspect, if children are taught to have freedom of movement in their parents' home, can parents raise any voice against the children's access to their bedroom?

Yet, in their time of need, parents can send their children to fetch something in their bedroom, knowing that nothing strange is exposed, so children cannot see something that can cause frustration or their parents' disgrace. Thus, the construction of a new RDP should be a normal house with reasonable space according to the beneficiary family's size that secures every member's sleeping security and comfort. Thus, the family concert can include the sharing of a spacious, secure space that can protect children from crimes, particularly sexual harassment against girls who live inadvertently with short-term strangers. The aims of the LO curriculum is to empower schoolchildren with both professional and moral skills. As a result, without an individual's good health and moral behavior, any society's social and economic setting is uncertain. Moreover, to avoid future public management failures in the community, human resources would include the children as the future generations. In time for C.19, the future public management of a South African school was supported by a team of assistant teachers who covered the rest of the classroom tasks with the help of a form teacher. The daily increase in the number of women and children raped and killed, as well as attacks on individual citizens, including foreign nationals, cannot make it profitable for families to raise children who have a good and acceptable moral code for the nation. More specifically, there is a need to raise moral behavior awareness among adults across communities for children to embrace moral behavior. However, parents and teachers need to understand that school-age children see them as their heroes; thus, they deserve good moral education that they can borrow from parents and teachers before facing the community. Considering a large home setting for both large and small families would ensure the safety and health of parents and children by allowing them to move and act freely within the house. Home constraints and a lack of communication between parents and their school-aged children were highlighted as pending issues that needed to be addressed for learners to advance in their values and skill acquisition. According to participant data, the position of the bedding between parents and children would ensure that nothing happened between the parents' and children's bedrooms during the night. Parents, including the government, would ensure that families occupy or build rooms or large RDP houses. Driven by the principle of meeting the needs of the family, the significance of providing nutritional education for children and their families is evident, particularly in households with ample space and resources. Respondents emphasized the importance of ensuring that both parents and teachers adhere to imparting knowledge about proper nutrition to children. The study's participants cautioned against the perils of promoting uncontrolled consumption of junk food to children, as this could lead to illnesses and adversely impact individual health if unhealthy habits are adopted. It underscores the necessity of cultivating healthy eating practices among children to safeguard their well-being and overall health in the long run. Furthermore, even if there are enough foods at home, parents and teachers must teach or establish eating rules because we know that eating fat food or smoking cigarettes can disrupt our physical health due to a lack of regular physical exercises, which can affect individual mental aptitude and lead to obesity or the hemoglobin, which can result in chronic diseases. Child obesity may be associated with anemia. Importantly, school-aged children would be protected against classic obesity, vitamin, and iron deficiency due to a lack of basic information and regular physical education.

RDP's large home for big and medium families' sensitization would ensure that parents' and children's home health care and relationships are not infringing on social cohesion and moral behavior settings for every family member, even for single parents. Healthy, large, shared homes and healthy food consumption taught to schoolchildren and the younger generation can revitalize the youth's moral behavior and change the role that they can play in their educational pursuits for life success. Moreover, success in schooling children's pursuits could not have gender or social status limits; thus, both married and single parents could engage themselves in their children's moral education for better parenting and care. Because children are eager to imitate any single action in their ecosystem world, parenting is also moral behavior and care coaching for children. Therefore, poor parenting would harm relationships between parents and their children while distorting the child's personality because of the unbalanced educational care offered by a single parent. While unbalanced educational care provided by a single parent is uncommon, it can occur in the family of a parental couple, with one parent's decision dictating the entire family business. Based on the evidence currently available, it appears reasonable to conclude that schooled children of both single and married parents would be content if every decision they made satisfied their career choice and moral behavior in society. The reason for this is that no child would want her or his parents to divorce, regardless of the problems they may be having. There is overwhelming evidence that parental divorce can harm children's morals and academic performance. Further evidence against divorce may lie in the willingness of children to live with a new father's or mother's partner who does not want to stay with children. Evidently, the new mother's or father's partner may end up ill-treating, molesting, or raping the child that he or she newly adopts by force through the parental alliance.

A sexually abused schoolgirl or schoolboy by a family member or someone else can obviously have devastating physical and psychological consequences. We can argue that sexual abuse, including verbal abuse of children, is psychologically damaging because it can lead to feelings of guilt, sadness, and aggression. Divorce can be addressed at all costs through government and community actions that enforce marital tribunal judgments for all who are willing to divorce to undergo a thorough judgment unless the wrongdoing is punished.

These results provide confirmatory evidence that shows that a psychologically damaged child can adopt at an early age an aggressive attitude that can lead to an immoral decision to show no respect for others or become a guilty person. As a result, a fourth prompt immoral decision—lack of respect for others or becoming guilty would result in the abused child victim dropping out of school, becoming illiterate, and becoming unemployed. Beside parents' divorce, there are several critical challenges that schooled children face at home, such as their parents' unemployment, which can damage the course of learning and youth skills development. Noticeably, respondents pointed the finger at the situation of single mothers who earn little social assistance but who need spending more money for their children's education.

In South Africa, a child born into a poor family has the right to free primary and/or secondary school education. Therefore, it happens that the free study opportunity cannot be offered at the tertiary levels or at the primary and/or high school levels. Therefore, it happens that the free study opportunity cannot be offered at the tertiary levels, and she or he must stay home as an unskilled unemployed youth. Despite job promises made by Nelson Mandela, Thabo Mbeki, Jacob Zuma, and, most recently, Cyril Ramaphosa, there has been a cry about the growing number of youth unemployment. Yet, no one can deny that all the preceding governments led by these presidents did not offer any jobs. We can certainly say that these former and current employees have been offered jobs, even if there appears to be a shortage due to a gap that needs to be filled immediately. There is a significant gap in addressing the shift in youth mindsets toward creativity and hard work. Whereas, working hard means knowing what kind of job you want to do, except for earning money through light jobs. Arguably, looking for light jobs is a song of the youth, but even light jobs need training and skill qualifications.

What type of public management is needed for a high school learner's skills shortage challenge when there is a need for practical working skills through a set of training that goes from grade 9 to 10 and from 11 to 12? The discourse and practice of high school learners going under training that goes from grade 9 to 10 and from 11 to 12 can obstruct employment opportunities for most high school graduates and increase the number of unemployed youths. Being an unemployed youth after high school graduation has led to youths' involvement in delinquency and drug abuse, and they thereafter get involved in crimes. This creates a situation in which they get involved in organized crimes and the invention of different kinds of new drugs, such as whoonga, made of cough mixture, and HIV antiretroviral medicine, that react negatively and lead the consumer to commit crimes in the community. South African school children, unlike other children around the world, face troubling challenges in terms of home health care and the community's growing obesity threat. In the USA, childhood, adolescent, and adult obesity have reached the highest levels in the world. Currently, obesity has a critical effect on an individual's physical and mental capacity. The physical effects of obesity on children, adolescents, and adults can distort the cardiorespiratory and vascular tissues and damage the individual health system. When the cardio-respiratory and vascular tissues are damaged, the individual's health system is distorted, which creates individual worry and concerns.

Furthermore, deterioration of the physical or respiratory systems can contribute to psychological or mental risk factors, frequently leading to a critical public health concern. A closer look at the data indicated that school-aged children who are obese have been victims of bullying, mockery, rejections, or exclusion by their colleagues or classmates.

In contrast, unresolved health issues may trigger public health issues that end with a clinical doctor's declaration of the patient's physical incompetence. Physical incompetence is caused by a lack of main preventive measures, such as not eating right before bed, choosing healthy foods instead of junk food or fatty meat, and not engaging in daily physical education activities. Moreover, daily physical education can work hand in hand with obesity prevention through individual engagement in diet and exercise practices. However, primary preventive actions cannot be limited to health food regulations; rather, the individual school learner, including family members, especially the mothers, should be educated. There is a growing concern about educating women in different aspects of life because they take care of teaching, learning, and family members.

The data generated by potential participants in this study has shown that women are the family bridge between parents, children, and the rest of the family. Considering the foregoing, it has been shown that women have a crucial position in the family, particularly in relation to the moral instruction and medical care of children. However, they are the ones in the family who implemented the social worker's recommendations. In terms of health care, it is remarkable that a growing number of children are using cough mixture as a source of making fortified drugs and smoking cigarettes, among other dangerous drugs. Since the decriminalization of marijuana for the sake of adult health in South Africa, ganja and electronic cigarette smoke have taken over the streets, homes, and inhabited hostels with uncontrolled rules about whether minors, particularly schooled underage children, are misusing marijuana. The abuse of marijuana and other sorts of drugs by vulnerable underage children tends today to create a chaotic society in which it would be difficult to respect human dignity as well as nature conservation rules. Hopefully, the school and parents, including the South African government, are trying to implicate themselves in children's rights protections, but that is not enough. For example, between June and July 2022, there have been many deaths among schoolchildren due to bear consumption combined with drugs. In addition to the abuse of drugs and alcohol by minors and school-aged children, there have been shootings and killings by unidentified criminals between the Eastern Cape and Gauteng provinces. Drug and alcohol abuse can lead to fights, sexual assault, immorality, and a lack of respect for the law in the long run. As a result, the increasing number of crimes in South Africa is mostly committed by

unemployed graduate youth and those who failed in high school. As a result, I've noticed that most street crimes are committed by school- age male graduates, whereas females from disadvantaged backgrounds are mostly involved in bar frequentation and adore Whorephobic activities, sometimes for the sake of assisting survivors in their community or for school fee search reasons.

6.6.2 THE RDP HOUSING ISSUES AND CHILDREN'S INVOLVEMENT

Lubadi, (2017) (2017) Additionally, the Baluba people of the Great Katanga region of the Democratic Republic of the Congo (DRC) think that any man who looks at menstrual blood could develop myopia. In this section of the study, a lot of the ongoing discussion centers on education. Useful at home are moral behavior and cultural beliefs. Both girls and boys used to enter their parents' bedrooms in most families. Data collected for the study stressed that there is mounting evidence to support the assertion that parents frequently send young children and older children into their beds to fetch something in addition to the minors' children.

Lubadi (2017) is physically and spiritually connected to a sleeping place. Additionally, among the legendary Baluba people of the Great Katanga region of the Democratic Republic of the Congo (DRC), it is believed that any man who looks at menstrual blood could develop myopia. In this section of the study, a lot of the ongoing discussion centers on education. Useful at home are moral behavior and cultural beliefs. Both girls and boys used to enter their parents' bedrooms in most families. However, there is mounting evidence to support the assertion that parents frequently send young children and older children into their beds to fetch something, in addition to the minors' children. The question of whether children of any age range can enter their parents' room or view their parents' "openly exposed underwear on the washing line or in the cupboard" has caused much debate in our societies over the years. Particularly, discordance about children entering parents' bedrooms is one of the burning issues in a multiracial community as well as in urban society. Therefore, children or any strange person are not allowed to enter their parents' bedrooms unless permitted to do so, especially those adults. It is also important to note that in African moral education settings, washing one's underwear is considered a curse. The reason for this is that moral education is a method of educating children and even adults to be polite to every parent and other people they may encounter along the way. In addition to this, it happens that parents must sleep or take a break and end up naked or found making love. These reasons can be added to many more that show that children's prompt entry into their parents' bedrooms should be forbidden because:

- Prompt and regular entry into the parents' room can prevent miscommunication and mistrust between parents and children.
- It can be an open door to the disrespectful attitude of children toward their parents.
- It can also cause discord between parents and their children as the home's security will not be secured, as many children do not knock on the parents' bedroom door before getting in. Consequently, children who don't knock on their parents' doors can obviously find their parents doing insane things.

As a result, it cannot be prohibited for children to enter their parents' bedrooms in times of emergency, particularly when parents are ill and unable to have someone assist them. Furthermore, in accordance with African Luba culture, children may be permitted to enter their parents' bedrooms with the permission of their parents, particularly in the event of an emergency call by one or both parents. It is not allowed in some other cultures for children to enter their parents' bedrooms

without their parents' permission.

Most parents nowadays are proud to hang their laundry on the line, either indoors or outdoors, exposing it to children. As a result, in African culture in general and particularly in South African culture, parents hang their clothes, particularly those in progress, on an outdoor or indoor washing line. Indeed, every "underway" sign found on a parent's clothing can become a psychological issue for children.

Children's access to their parents' bedrooms can be one of the most difficult issues to resolve because there may be hidden treasures such as money, dirty or torn-apart underwear, and sanitary pads. In the African tradition in general as well as in the Lube tradition, female sanitary pads should not be seen by males or strangers because it is believed that sorcerers and witchcraft can use them against the same women.

6.6.3 The RDP's metaphor construct

I have noticed that referring backwards and forwards in the social construct of the metaphor of the new South African housing plans and cohabitation settings, whether in cities, at school, or at work, is very interesting. It can be frequently seen in the housing systems of South African cities, built by both the government and private companies. Many hypotheses regarding the new dispensation seem to enforce social distancing between blacks and whites. For example, the social distance in the housing systems, jobs, and service distributions Though visible at first glance, the dividing line between South African citizens and non-citizens appears to be ignored by local authorities. Despite the advent of 1994, one of the major issues in our knowledge that appears to disrupt the South African school curriculum is the ongoing practice of keeping certain areas separate from others while other areas and cultures have been mutually ignored.

Why have we seen the same things related to apartheid and segregation since we were born? Teachers, students, and housing for people of the same race are critically enhancing racism and xenophobic attitudes among us through sports, the workplace, and community-shared housing systems.

This picture shows how parents expose their children to their laundry on the indoor and outdoor washing lines. It is an African belief that parents' clothing, particularly underwear, is a part of the human spirit and soul. Parents in the process are considered morally sensitive family objects that must be kept hidden and out of children's reach.

In addition, the idea behind the rest of the parents' clothes, and especially under them, is the same: showing respect to every person, especially the older ones, concerning the indoor washing line. Parents should consider that borrowing from a strange culture of which they may not know the outcomes can bring social and economic disaster. Whereas social and economic disasters can cause moral behavior and psychological changes in children, in terms of the social aspect, if children are taught to have freedom of movement in their parents' home, can parents raise any voice against children's access to their bedroom?

6.6.4 Action Steps (AS): IN THE COMMUNITY

Children living in a neighborhood or town are frequently exposed to the risk of encountering alcohol and cigarette bullies on their way to and back to school, who would not force children to become involved in the sale and abuse of drugs against them. In addition, children living in the town close to Bar are daily exposed to unreasonable actions, drunkenness, noise, shooting, and loud music sounds that expose learners to unacceptable behaviour. This creates a situation in which they leave their home traumatized, unkempt, and not in a psychological or mental state to learn. The lack of proper security in the locations and the city's streets makes it difficult for the school-age children to go to school, study, or live peacefully in their areas. Thus, there is a need for proper community security control to protect children from classmates' attacks after school, including street robberies.

There is also a need to strengthen the youth scout movement, provide free playgrounds, and build new parks and sports centers to keep children away from drug abuse and from becoming undisciplined and immoral. Another possible action would be for the government to ensure that police officers are always visible, patrolling the streets day and night. This could go a long way toward discouraging youth, particularly minor children, from consuming alcohol and becoming involved in direct crime.

6.7 SECTION 3

6.8 Dealing with the child's community experiences

6.8.1 The Effects of Smoking Pot and Drug Abuse

In the absence of early parental guidance, young children will listen to, believe in, and emulate what they learn on the streets. Considering the idea that moral education has a positive impact on children, it is crucial for parents, teachers, and guardians to comprehend that adolescent students can become more ambitious and interested, even if this is risky. Most children raised by irresponsible working or unemployed parents, single parents, refugees, and the poorest of poor parents often miss the chance to raise their children morally throughout the adolescent era. According to our observations, young people who are born to an elderly couple or parents who had their first child later in life may not succeed in life. For this reason, this study has shown that most growing children who are not polite, smoke cigarettes, use dangerous drugs,

or are involved in misconduct actions do not either follow their parents' instructions or do not have enough family or school support. Furthermore, it is assumed that anyone mocking pot is not trustworthy or morally vibrant. The results of this study do, however, substantially support the claim that learners' life orientation should include ideas that assist moral education and develop virtues like diligence and responsibility. Young children who lack early parental guidance may look to the streets for influence, which could cause them to acquire views and behaviors that may not be consistent with healthy values.

It is vital for parents, teachers, and guardians to comprehend that adolescent kids might become more ambitious and curious about life, even if it requires taking risks, given the favorable effects of moral education on youngsters. By incorporating moral education into the curriculum, educators can aid in developing students' character, nurturing their personal growth, and fostering a future generation that is more responsible and morally upright. Most children raised by irresponsible working or unemployed parents, single parents, refugees, and the poorest of poor parents often miss the chance to raise their children morally throughout the adolescent era. According to our observations, young people who are born to an elderly couple or parents who had their first child later in life may not succeed in life. Therefore, for young schoolgirls and boys, who must be empowered with the notion of being future parents who can behave morally and thereafter be able to educate their children to embrace acceptable behavior at home, in the community, as well as school?

A younger generation that behaves morally is a generation that can uplift the nation's social and economic sectors. Consequently, whoever employs an immoral employee, or a drug addict cannot prevent her or his company's bankruptcy. Whereas substance addiction in parents, teachers, or public managers and workers is bad because anyone working under the influence of drugs can, by the way, behave erratically emotionally. It can help students stay away from drugs and alcohol if they are taught the consequences of drug abuse at a young age. Additionally, they are taught about the consequences of drug abuse, including the need to concentrate on academic and social-economic development to better their future. Life orientation can also aid good knowledge and behavior for respect of human rights and dignity, which can influence children's behavior to stop the use of negative youth fight common words (YFCW) such as "**kill him**," "**beat him up**," and "*umshaye*," because these words have been the sources or motivation of physical abuse and the deaths of several children, women, and other community members but not the oppressors. In fact, in the same South African communities, it is very difficult for people in conflict to overcome the external pressure of passing people who cry out for the continuation of disputes. It is in this course of events that most individuals in dispute cannot end a discussion without being prompted to commit a direct crime.

It appears to be difficult to overcome peer pressure for schooling learners and youth who engage in crimes, drug use, and a lack of respect for adults and teachers. As a result, most adults and parents are curious and have thousands of questions about why most of today's youth, particularly underage children, can't stop smoking cigarettes, consuming cannabis, alcohol, whoonga, and Tik-narcotics. At this instance, without succeeding with the implementation of religion teaching as a fundamental base of moral, spiritual, and educational development, it has been remarkable that both the government and parents are not sure why the bulk of my pals have lost the willpower to quit mixing cough syrup with other substances that cause hyperactivity and actions in them. Moreover, as it was said by one respondent, "I know that it is not healthy for a pregnant woman to smoke because it can affect her baby, but, as I am already smoking like any other member of my family, what will happen to my babies?"

Because of the ignorance of many parents and teachers, it is true that most drug abuse, particularly among youth, continues, even though they are sometimes aware of the consequences of drug abuse and the excessive chemicals it contains that can lead to hepatitis. Drug abuse cannot only destroy the physical human tissues; rather, it can also distort the

psychological, mental, and moral human abilities. What would be the outcome of the family's moral and physical values if the youth were constantly losing the essence of moral behavior? As a result, a school-age child who abuses marijuana and whoonga and suffers the consequences while at school cannot respect his or her classmates, teachers, or parents. The reason for this is that when the physical and psychological tissues are affected, it reduces memory capacities, necessitating additional education and consideration of the surrounding environment.

6.8.2 ADDRESSING THE RAPES AND KILLINGS OF WOMEN AND CHILDREN IN SOUTH AFRICA?

The findings of this study provide compelling evidence that the plight of women and children who are victims of rape and murder in KZN and South Africa is incomprehensible. According to the facts, homicide and rape are abhorrent crimes devoid of morality. On the other hand, ethics is a product of a country's history and traditional culture, imprinted on the human heart for daily appropriate action. The bulk of rapes and severe homicides committed against their victims are frequently characterized by the dread of the victims, who fail to report the offender. Rape is a crime that is frequently reported in the community, just like other crimes, so the perpetrator frequently thinks that by fabricating information prior to their arrest, they will be able to unite all their victims. It is difficult for the security services and the police to safeguard the populace due to the concealment of the truth by witnesses in the community and the family. This encourages criminals to harm the peace and security of many local areas.

6.9 SECTION 4

6.10 The children's school's experiences

6.10.1 THE FATE OF THE FOURTH ELECTRONIC WAVE ON TODAY'S YOUTHS LIFE

However, due to the current advancement of technological knowledge and rapid exposure and easy access to media and crime scenes in families as well as in communities where many schoolchildren live, the increase in open crimes near homes or any teacher, public official, or parent's involvement in lawless actions can worsen the growing children's moral behavior. Moreover, the African traditions of Ubuntu tend to be tarnished as indigenous knowledge seems not to be protected. Doodlers may be exposed to pornography through their gadgets. Access to electronic gadgets can also provide ways to play foreign dragon and demon games, which they sometimes don't have a clear understanding of but can lead either to better knowledge discovery or worse practices in society. When a child learns or acquires new knowledge through electronic gadgets, it means that she or he is taught about strange histories and knowledge that their parents might not know or care about. As a result, when parents can't control what their children do with gadgets and their hands, they can't protect their children from immorality and crime. The reason being that, nowadays, children have easier access to smartphones than adults. They also have easy access to social media and can quickly access strange information, such as communicating with pirates while adults and parents are completely unaware, being kidnapped, and watching scary movies of pornographic sets, including flat cartoons with strange personalities and dragons. Moreover, schoolchildren and other young users of educational gadgets can sometimes pretend to parents and teachers that they are using them for study while they are watching movies or chatting with friends.

For example, when South African and African children are brought up in an urban environment that offers them the opportunity to watch several cartoons that are not related to their culture and tradition, it is difficult to measure the essence of the threats caused by smartphones and other electronic appliances found in children and today's youth. The sustainability of public behavior should begin with the youth and then progress to the levels of public administrators. Children are also part of the demographic setting that can be positively or negatively affected by technological advancements and excessive use at home and at school. While in school, children can believe and act in their lives according to what they find on social media. By educating them, teachers and parents can assist them in keeping their goals in mind. Adults and teachers can teach children what they should avoid posting on social media and what they should post because it can have a negative or positive impact on their thoughts and lifestyle. There does not appear to be any compelling reason to argue that whenever social- economic and traditional cultures are pushed to the limit, children's moral behavior suffers. When children's moral behavior cannot concord with their parents' and teachers' sustainable actions, the child's future morality cannot be useful for society as they get older. "It might be dangerous if parents can offer electronic gadgets to their children without setting up a control boundary and security." When considered thoroughly, it is possible to argue that a lack of parental unity can result in progressive morality.

On the one hand, using technology has positively set up a small village, while on the other hand, it has deepened the use of technology because the use of home and personal electronics apparel has had an impact on the devaluation of local culture as well as the reason for the existence of a united society. The advancement of technology has resulted in the privacy of citizens being invaded or exacerbated through spam. Remarkably, most African cultures and traditions, including those of developing nations, face a serious threat, even in the local politics of home security and education. The health awareness regulations encompassing home/school discipline or social distancing are not followed when the child's moral education policy is not followed. One of humanity's creative efforts is the evolution of technology, which leads to both positive future developments and negative disruptions. Without the presence of any watchdog that established continuous surveillance of what was occurring within this lovely new wave of the double edge of the technological era. The imperious services provided by technological impetus and characteristics have nevertheless been acknowledged. Is South Africa's surveillance technology prepared to guard against emerging innovations like the contentious 5G towers that are slated for construction all over the nation?

Technology and digital advancement, which children misuse in school, can disrupt time management and jeopardize academic performance and moral behavior because children may always be glued to their laptops and phones. The reason for this is that if children own their clothing, they will love it and think about the various features in use all the time, even if their attendance at school is inconsistent throughout their foundation, intermediate, and senior phases. Furthermore, it is critical to emphasize that most negative children's experiences tend to hold her/him back or forward if lived experiences are positive, allowing humans to move forward. To move forward positively with child moral education, every child's home should be the source of schooling in child moral behavior and basic knowledge of career choices. Indeed, considering LO3, a child's personal development can be part of the child's assertiveness skills, personal lifestyle choices, and the child's informed decision-making skills, which are taught at home and school and enforced at home by parents (especially by mothers). While students are taught at a young age about colonial stories first and then African history, if a Chinese, a Korean, and the rest of our Western fellow nations come to Africa, they bring in their culture to overpower our local culture and traditions through language, kids' movies, foods, medicine, and clothing style. Nations in South Africa, the African continent, and the world at large may adopt technological advancements, but they must understand that it works like a knife with two edges.

Much of the current debate centers on whether these activities will become less visible behind the scenes, both visible and invisible. The question of whether technological advancement has caused much debate in our ecosystem, particularly in the moral educational space for children, has sparked much debate. For example, if the school admission offices could get linked with a wide range of primary schools, high schools, colleges, and universities online to share student information and academic results, it would be vital and pertinent to curb academic fraud.

What is fanciful is that, being that technological enjoyment and surveillance occur on a whole different and more perverse level, these activities will likely become less and less noticeable on physical levels; noticeably, materials and services are falling apart, such as:

- The land line A growing number of countries are abandoning the use of the landline telephone. Remarkably, it can be said that with ever-present world disaster threats caused by natural catastrophes, teaching and learning can be disrupted at any time. As a rebuttal to this point, it can be argued that it is imperative that the educational system at all levels offer opportunities to all students without exception to acquire a digital learning device or laptop.
- and easily access the digital learning program and system. The reason for this is that any teaching and learning program designed for students can be selective and counter-revolutionary in terms of moral education. Contrary to this, it is true that many schools and universities have opted to partake in digital device projects considering the DBE, NFSAS, and DHET programs, but only under the condition of being awarded a NSFAS scholarship (DUT, 2021).
- With the growing number of transport services, digital learning agencies, and technological applications, there are fewer parcels and couriers going through the post office. Indeed, there have been new driven changes, simplifications, as well as broad shifts or side effects in medical science, social and economic settings, resulting in a New Moral Behaviour (NMB) and moral actions that have been driven down to the average person and schooled learners in general. In the same vein, I am not alone in saying that the digital shift and transformations have, on the one hand, brought up fierce opposition and unbalanced shares.
- between end users and services in this imbroglio, can we overcome the barriers of digital learning devices and services in South Africa and the African continent in general?
- Therefore, as the world seems to foster technological transformation in an unbalanced way across South Africa and the world in general, what do learners say about their moral education through these stages?
- The banking system across the world has reduced manual services, thus sending away workers. People can weigh and compare the devastation caused by the wave of the technological era on the loss of employment and trade, which will undoubtedly impact social, economic, and political activities by learning from the social account.
- The transportation system seems to suffer a technological blow as it goes through modifications and changes.
- Accounting routine transition has excluded the old operation systems, causing many workers to be laid off or retire early.
- The schooling and teaching system are one of the domains related to the preceding theme because it plays a variety of roles that influence both human culture and traditions as well as the entire human life. Therefore, if

technology is widely wanted and needed for education advancement, it seems to be under threat because some people, especially children, are no longer taught by teachers and parents but rather acquire more knowledge through technological resources.

For instance, the narrative of the C19 pandemic ordeal has disrupted the essence of mastering the curriculum as a yearly achievement. As a preventing measure, the DBES took further steps to grant iPads to schooling learners, which taught us the importance of considering how important distance learning is for all schools and tertiary institutions to avoid face-to-face teaching and learning. Thus, the government would install an interconnected technological system across the country where teachers and tutors could meet for the dispensation of learning subjects according to the academic schedules.

6.11 Recommendations for Further Research

This is a study that looked at a small group of schooling learners from one school in the eThekweni Municipality in KwaZulu-Natal, South Africa. Due to the C19 pandemic constraints, the number of participants prepared for two schools was reduced to a limited number of participants from a single school. Taking into consideration moral education from an ethnological point of view, there is a need for a larger study that samples more schoolchildren and more teacher participants in the form of a profound survey. Arguably, there is also a need for a study that explores how high school teachers in South Africa experience moral education through teaching and learning.

Despite protecting children's rights toward their teachers, many of whom are resigning due to difficult managerial experiences in the classroom, there could be a significant DBE input in the implementation of laws and policies that protect both teachers' and children's rights through persuasive moral and religious educational curricula separate from life orientation as one of the social curricula. Implementing a Moral Education and Religions curriculum could highlight the similarities and differences that could improve the moral behavior of the youth as they grow and form a larger spectrum of future citizens who can behave with manners in the family and at work. A well-developed society that is full of qualified employers and employees is deemed bankrupt.

Concerning career and career choice nowadays, children are no longer raised by the village or the whole community but rather exposed to a different world such as TV, radio, phones, and the media in general. For example, if a child needs information, she or he will Google the question rather than asking parents or other members of society?

Therefore, what the child will be inspired with through the media cannot be like or in concordance with their culture. For this reason, in the situation of the schooling child, the consideration of moral education, religion, and traditional culture's choice should be enshrined at an early age, such as in grade R, because the child's mind is still malleable and

everything they will think or do has its foundation in their parents, adults, or whomever they are raised by, including the grade R teachers. For example, if a grade 1 child expresses a desire to be a pilot, a police officer, or a teacher, this does not imply that she or he is utopian; rather, her or his expression is based on instinct and what she or he saw in the media, on television, or in their surroundings that inspired what she or he desired to be.

Initially, when schooling children are not exposed to their traditional moral education while facing the moral education and cultural odds borrowed from the other part of the world, they will embrace it just like an individual who closes his eyes while trying to catch a moving train. It is remarkable today that the modern age is erasing culture through religion, travel, and education media, despite society's lack of cultural basics. This is to say that it is important to empower children with a basic moral education based on today's realities and the local traditional culture's knowledge as well as religion. In the same vein, it is important to teach counting and pure mathematics (arithmetic) at an early age. During the colonial and apartheid eras, children were empowered with pragmatic skills and social economic knowledge at home by parents and guardians, while in the exosystem, they became scouts and religious youths.

The former was carried out in the interest of youth's moral behavior and professional preparation during holidays. Thus, the majority were sent away from their respective areas and taught how to be responsible and know their rights and responsibilities. More often, the youth scout could end up being a good public servant in the army or in the public administration. Data collected from schooling learners show that as a child reaches puberty, her career options beyond grade nine expand. Whoever the child is, the knowledge foundation can start from lower grades, such as the knowledge acquired in Grades R to 3. a child who attends primary school but does not master the mathematical knowledge trend, but how can these be possible if children are prohibited from wearing electronics apparel to protect them from fishing and electronics crimes?

Crimes are part of unethical behavior among the inhabitants of a given region. This part of the study elucidates the conclusions and the recommendations that merit consideration for serious further study. Within the recommendations for further study, it is important to look at the youths' religious groups and the social-economic fractions that can empower the youths from an early age and over. In the apartheid era, there were different youth organizations that were settled between the formal education and the informal education of children, such as the religious groups of scouts, the youth movement, and the traditional and cultural practices such as circumcision.

Every child should not underestimate himself or herself but rather partake in social, economic, and public management development. To be knowledgeable means developing the self-knowledge capacities for personal and community empowerment. However, being knowledgeable means putting into practice what has been imparted to us and making use of skills while empowering ourselves through sound research practices. It does, however, imply that every South African child should grow up with the skills and knowledge necessary to provide a high-quality education for learners and to lay the nation's solid foundations (Gazette, 1994:5).

To lay the nation's solid foundations in South Africa, it may take a tall wave of teaching and learning. Based on the debriefing findings below, Life Orientation can change its actual setting to a pragmatic curriculum that enforces morality not only through teaching and learning but also lays the foundation of learning practical skills and religions in practicum:

The research study against rape's underlying data, which considers how moral education affects kids, is focused on South African students who have been taught life orientation. As a result, it is possible to view the current critical behavior as a

direct result of South Africa's critical policies regarding the critical behavioral segments of its own country. Contrarily, the effects of policies on people's behavior inside a nation may act as a social-economic anchor that is susceptible to being weakened by human capital's moral behavior. The implications on the child's moral education critical stance can thus be determined or dated by social situation. Data collected show that women and child/youth's social situation is critical because of the disappearance of extended families and human selfishness. In South Africa, the prevalence of rapes, extortion, gangsters, street graffiti, homicides, and morally reprehensible behavior among both youth and adults has left a dismal number of victims. Respondents in this study reported that the number of rapes killing women and children in South Africa is constantly on the rise. There seems to be no compelling reason to argue that crimes are perpetrated because the perpetrators believe that the South African law on rape and women's or men's killing is first softened with cheap bail, even if it means molestation or killing.

It seems that most criminals who have been under arrest or who have been in jail or out on bail are matriculants or seem to be youths between 15 and 45 years old. There have been reports of youth misconduct at home and school, indicating that the issue of moral education is one of their special study debates, as in every province, law enforcement tends to be far from children's and women's protection against rape and gender-based violence. Forcefully, the serial killers in South Africa and those associated with the ignoble idea of "rape and kill" (RAK) view the South African law as light and crimes promotional that strengthen the abolition of the death penalty. While a huge number of women and children have been killed through rape and slaughter, the death penalty is absent in South Africa. There has been an inconclusive debate about whether the death penalty should be reinstated in South African law. Meanwhile, in the absolute absence of the death penalty, a huge number of raped, molested, and killed women and children are galloping every hour, day, week, month, and year. As far as individual moral behavior and strict public administration are concerned, the country's laws can be ignored and sent to their lowest phase. As a result, only the conversion of moral behavior through education and law enforcement can result in a person's moral behavior gaining momentum and strict public administration. Individual moral conduct and stringent public administration are two public concerns that demand both community and governmental action. The problem of public behavioral discourse may consequently prompt calls across the country for a Referendum on the Death Penalty to allow the public an opportunity to be heard (RODP). Because there are few offenders, many black people believe that the return of death will only benefit the white community. However, they disagree on this ideological tenet, which causes diversions brought on by dread and ideological disagreements.

As a result, whether the RODP is approved or not, differing points of view among citizens may arise, because what is immoral for one group cannot be immoral for another. Therefore, following the increase in crimes, it would be preferable that the South African government call across the nation for a Referendum on the Death Penalty (RODP). On one hand, most black people feel that the return of the death penalty will only benefit the white population because there are few rape cases among them; thus, only blacks and other populations will be penalized. On the other hand, they disagree on this ideological point, creating distractions brought on by fear and ideological disputes.

6.12 DEBRIEFING

<p>The child's home experiences</p> <p>Blessed are children who have a home to stay in and a parent to talk to.</p>	<p>The children's school's experiences</p> <p>Figuring out how to fit our culture into the technological century</p>	<p>The child community's experiences</p> <p>Cigarettes are highly addictive, and the fact that smoking kills is not mentioned enough. According to the findings of this study, there are several warnings on some cigarette packets that state things like:</p>
<p>Poverty can result in a young girl having to get older men to take care of her needs, which we can regard as prostitution because she will have to indulge in sexual activities to get money. Although the aim</p>	<p>African schools are becoming more racially mixed in modern times, giving children the opportunity to be community-oriented and able to relate to</p>	<p>Dangerous smoking damages your lungs.</p> <p>A morning cough and shortness of breath are signs of lung disease. It is never too late to quit. Stop smoking now,</p>

<p>was to pay school fees, this type of fast money lifestyle is addictive, which can result in the girl dropping out and seeing this as an occupation and a way to feed herself without education.</p>	<p>people of different races, and thereby improving communication skills and dependability.</p>	<p>and you can prevent further harm. Underage prohibited (Dunhill).</p>
<p>Considering parenting children as a boyfriend and girlfriend, children get affected when they must choose which parent they want to live with, especially if they like both of their parents. Making a choice becomes devastating and unfair for them as they have no control over the situation. This situation is common in many families, and many children may be victims of their parents' actions, who don't get married but leave their children here and there with their mothers or grandmothers. However, the issue of high-priced lobolo and prompt divorces should be at the heart of the Kings, traditional leaders, and government-strict measures.</p>	<p>Depending on a child's upbringing, if superiority is taught at home, that child can spread influence among peers, and the group or gang can suddenly look down on other races and become more like bullies because of how they were raised at home. Arguably, there are silly words that parents and adults use often without knowing that they affect children's minds and actions unless they become unethical. The words "fight," "kill," and "be jealous" are ones that we hear daily in the classroom and at home.</p>	<p>Dangerous smoking can kill you.</p> <p>Tobacco smoke contains many harmful chemicals, such as carbon monoxide, cyanide, nicotine, and tar, which can cause disease and death. Nonsmokers and ex-smokers, on average, live longer and are healthier than smokers (Dunhill Cigarettes).</p>
	<p>IS RACISM STILL AN ISSUE IN ETHECWINI?</p>	<p>Dander: Cigarette Smoking Causes Heart Disease</p>

<p>SCHOOL UNIFORM: WHY IS IT TOO SHORT?</p> <p>Parents and guardians need to make sure their daughters are</p>	<p>Due to the racial makeup of the community around several schools in South Africa, segregation is still a significant problem. Due to apartheid</p>	<p>Smoking is a major cause of heart attacks, strokes, and blood vessel diseases. Quitting smoking reduces your risk of heart disease (Dunhill, B.</p>
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<p>dressed appropriately before going to school. school skirt above the knee buttoned shirt with no cleavage in this way, there will be a greater chance of males not having any subconscious lust.</p>	<p>segregation regulations, the majority of communities and educational institutions were dominated by the race of the residents. Since the bulk of the students and teachers will be of that race, they will feel superior to other races, whom they believe should be attending school to fit in with our culture in the twenty-first century.</p>	<p>Boss, and Peter Stuyvesant, filter 10 and cigarette);</p>
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<p>What does the government grant do for a parent?</p> <p>Being an unemployed mom in South Africa is very hard, even with the government's stipend. There is very little that a parent can do for their child's education and survival.</p>	<p>Physical education is required as part of the Life Orientation curriculum, but the South African educational system hasn't placed much emphasis on the value of moral behavior, the many sports, or what life orientation is. Although you cannot fail it, a pass has no additional meaning for your report card.</p>	<p>Nine out of ten patients with lung cancer are smokers. Smoking also causes cancer of the lip, mouth, voice box, food pipe, and bladder (Peter Stuyvesant, filter 20).</p>
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	<p>Weed and alcohol have</p>	<p>Your smoke can harm those</p>
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<p>What is a GAGET youth user thinking?</p> <p>The more we advance into the 21st century, the easier technology is to access, and young people's exposure to the internet's possibilities are endless. Operating technological appliances comes naturally to modern children, who use the internet to find answers to all their</p>	<p>become very common drugs in South Africa, to the point where they have been legalized with certain quantity restrictions. It is not a shock that scholars are gaining access to them, as they have become the norm in the South African community. Alcohol retailers are ruthless businessmen who do not require age verification, and students are eager to try these</p>	<p>around you.</p> <p>Every time you smoke, those around you smoke too. Your smoking increases their risk of lung cancer and heart disease. Stop smoking for the sake of your health and that of your family and friends (Marlboro cigarettes).</p>
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<p>questions. Just by typing "search," they have the whole world at their fingertips, allowing them access to any experience through reading or watching various videos. Therefore, children may lose their cultural roots as they watch movies and videos of different cultures. To keep our language going from one generation to another, the Department of Basic Education should work with artists and other stakeholders to make African movies and videos</p>	<p>products out of curiosity, only to become addicted. Yet young people are slowly dying.</p>	
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<p>based on our traditional culture and languages.</p>		
<p>What is the purpose of RDP houses?</p> <p>Renting a smaller apartment helps parents and guardians save for their children's future.</p> <p>It helps to cut extra costs, and money can be spent on more essential needs for the family. Therefore, there is no privacy in a small room where adults cannot do certain things in front of their children, irrespective of age. Children can also feel like their freedom is violated in a small room because the elderly are too close.</p>	<p>What goes through the mind of a foreign national? schoolchild?</p> <p>Being a foreign national as a scholar in South Africa can be difficult. This category of learners' lived experiences shows that most foreign learners are constantly facing hurtful and negative words from different peers, including those their teachers throw at them. Most often, these other scholars learn these traits from their guardians and are not even aware they are partaking</p>	<p>Are you pregnant or nursing? Your smoking may endanger your child.</p> <p>Babies whose mothers smoke during pregnancy are more likely to die before birth or to be born underweight. Smoking cessation prior to or during pregnancy reduces the risk to the baby (Pegasus cigarette).</p>

	<p>in xenophobic behavior. Therefore, in this case, a foreign educator will often find it difficult to teach in a South African school without being looked down on by its own learners that she or he empowers for the future.</p>	
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<p>RDP HOUSES' INVISIBLE CORNER SCENE</p> <p>The RDP houses have saved a lot of black parents who were marginalized by the apartheid government. As a result, they had to live in terrible conditions. However, the RDP houses are too close to each other, which affects family structure due to neighbors' unethical behavior. For example, they play music too loud or talk too loudly, saying that they are free to do so while infringing on the rights of others.</p>	<p>How to Maintain the Discipline of the School's Invisible Corner?</p> <p>How should a schoolyard with several students be supervised?</p> <p>Disobedient children will always find a hidden spot to do what they are aware is not allowed on school premises, and school superiors will not easily find these spots. Even if they do, the children are too many to be punished all at once.</p>	<p>FINAL DEBRIEFING:</p> <p>There are a lot of ads that make smoking look appealing, and that sends the wrong impression to the youth.</p>
<p>On his birthday, the colorful child killer</p> <p>Children are eating junk food due to how colorful it has been portrayed by the mainstream media. As a result, a birthday cannot be celebrated without a cake. The birth-day cake</p>	<p>The school's invisible corner</p> <p>Disobedient children will always find a hidden spot to do what they know is not allowed on school premises, and school superiors will not easily find these spots. Even if they do, the children are too young</p>	<p>Circumstances: Keeping Us African Culture Alive</p> <p>Traditional circumcision is risky in modern times because there are a lot of fake traditional schools trying to get a quick</p>

<p>celebration has become a celebration symbol for all modern families, but do parents control their children's nutrition and sugar consumption?</p>	<p>to be punished all at once. Apparently, teachers like to sit in the teachers' room at break time while children are playing in the school yard. It is often difficult for them to patrol the schoolyard and protect the schoolchildren from danger. If the schoolyard 's discipline is left under the colleagues' responsibilities, it is obvious that some learners with ill-discipline do not obey their colleagues in charge.</p>	<p>buck from families by taking a group through the customary circumcision process.</p> <p>Tribes often want to continue this coming-of-age ritual and not detour from their ancestors' practices, not bearing in mind that a lot of young adults have lost their lives due to this tradition.</p>
<p>LIVING WITH BOTH PARENTS REQUIREMENTS: a natural honor to be served</p> <p>It is a natural right for every child to grow up with both of their parents. Unfortunately, a divorce or even the passing of one parent might leave a child without a parent to raise them alone. Even if there are good reasons for the divorce, a child will never comprehend it. Some kids could argue that having unhappy parents is preferable to having a child grow up in a bad home where the parents have poisonous relationships. Others would argue that the pair</p>		<p>Making a vital choice between drugs and personal health care</p> <p>Cough mixture has become a substitute for spending large amounts of money on alcohol.</p> <p>The product contains alcohol and has been subliminally promoted by famous musicians who also use cough mixture as a drug; the trend has impacted many young people worldwide as a cheap way to get drunk. At the same time, it is highly addictive.</p>

should persevere and seek		
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forgiveness despite them difficulties.		
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<p>Young parents and the child under the grandmother's care</p> <p>Young parents tend to leave their children with grandparents to raise because they feel like they are too young to raise a child. As a result, they frequently find it difficult to bond with their children later in life. For some, having many kids will help them get the government grant to sustain their lives, while the government should set aside money to empower all the young women to learn skills, so they can be self-sufficient instead of relying on the child grant.</p>		
<p>Sexual harassment is a very challenging issue for females, especially when it occurs within the family and nobody is listening to the victim or choosing to act upon a solution. On one hand, families often make the mistake of not wanting outsiders to find out what has happened within the family while trying to uphold its reputation for fear of having it tarnished. On the other hand, the government seems to fail to bring up a sustainable solution to the rape and</p>		

<p>women's killings that occur daily in South Africa. Is the life sentence not enough for rape perpetrators in South Africa?</p>		
<p>The Home Puzzle: a large house with few problems and a small house with many problems among family members</p> <p>Siblings are supposed to be separated if they are not of the same gender, but in a small house, they have no choice. As a result, a cousin or uncle may have an affair with or rape a family member, committing incest. Whereas incest is frequently committed by family members who are over the age of 18 and often single, or in many cases, those living under marriage-related restrictions.</p>		

There does not appear to be any compelling reason to argue that women killers continue to rape and then murder their children or other women's victims because they believe the South African law on rape and women/men killing is well covered and that they are cautioned with a low bail or light punishment, even if it entails molestation or murder. Today, the serial killer sees that the law slightly allows her or him to commit crimes because the law is light. However, the number of raped and murdered women and children in South Africa is increasing by the minute and by the hour, particularly in the black community. Why is this common in the black community, while the sense of revolution is more alive in every community in South Africa?

It is easier to identify that there are fewer married people than married adults in South Africa. The reason being that, in

African culture, a male should have several wives and several children. Therefore, with the ever-changing world, having many wives means having a lot to spend. Due to the difficulty of paying the rising loop Baan, most South African men are unable to marry women and end up raping. The ongoing slaying of women and children in rural areas of South Africa by serial killers is such that the neighborhood cannot report the ordeal while it affects their lives. The reason for this is that on the African continent, particularly in the Democratic Republic of the Congo, the rate of rapes and killings of women and children has gradually increased because of the war that has killed over 6 million Congolese and is being sustained by Rwanda, Uganda, and their partners. If the adults cannot marry in time, the rape and killing cases against women and children in the country cannot be avoided. This study has found that in South Africa, there seems to be less research funding on the escalation of murder and the solution against unethical behavior in both hostels and RDP housing, especially in the rural areas where the serial killers tend to step on human rights or other citizens. If the human rights of the rape perpetrator should be protected, then let the rape victims be victimized for good.

In fact, this study has shown that the moral education of schooling children at Bechet High is one of many examples lived by many in South Africa. Therefore, whether it is about home, school or community youth experiences that uplift or affect their moral behavior, it is very critical for the future's public behavior and the country's moral behavior control. However, South Africa has a good standing constitution and an educational inclusive program, but the study has shown that:

- The law pertaining to the protection of marriage should be scraped and be reviewed for the sake of everyone's right not to be divorced overnight or being killed without protection.

- The protection of women's rights toward the rights to keep children/teenagers with them because of being born outside the wedlock should be enforced and reviewed for the protection of children who are often abandoned by males.

- The issue of dagga abuses by children and not for health reasons including carrying beer or using it in the public arena should be one of the government priorities so that the public's physical and mental health including the nation's economics and orderly growth.

- The teaching and learning of LO for moral education without teaching Moral Education and Religion as a distinct curriculum are today part of the resultant growing youth's crimes involvement that leads them to rob, drink or smoke illegally or being criminals and serial killers without any mercy. Reason being, when a child grows without religion and moral lessons, she/he embraces any street behavioral pattern to close the daily needs.

Finally, children should be given a better home opportunity and protection than to be brought up in a tiny home with no proper toilet and water system because in the small house children can see or hear about parents' night secrets.

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APPENDICES



8.1 Appendix A

LETTER OF INFORMATION

Title of the Research Study:

The effect of Moral Education on students at selected secondary schools in Durban

Principal Investigator/s/researcher:

KYUNGU LUBABA LUBADI Ph.D. in Economics and Public Management Sciences

Brief Introduction and Purpose of the Study:

Teaching Moral Education to Growing Children can be viewed as an introduction to inclusive education in the context of South Africa, as well as the educational system in general. Every learner, regardless of their background, will have the opportunity to broaden their horizons through self-study as well as teaching and learning interactions. Using research as a teaching approach 'Children in South African Schools:

A Case Study of Bechet High School in the eThekweni Municipality'

Outline of the Procedures:

Every participant as a volunteer requires to complete a questionnaire and responds to the drawing prompt's sequences in light of Moral education 's challenges and opportunities offered in learning and teaching Life Orientation at school.

Risks or Discomforts to the Participant:

This will assist with regards to protect the rights of participants and make sure that there is no risk to participant. Therefore, participant will be informed that in the study he/she is free to withdraw at any time they wish or continue with their participating in the study.

Benefits:

The benefits and advantages of this research study can be sought add values embedded with firm progressive recommendations in teaching strategy that can allow teaching and learning approach to validate the National Curriculum Statement in the child learner's life. Moreover, the end of the study is sought to builds up LO taught students moral behaviour and actions and addresses learners' interactions. Moreover, the outcomes of the study will open a way to the publication of various articles from the different findings of the study.

Reason/s why the Participant May Be Withdrawn from the Study:

As from individual reasons, participants will be informed and be advised that during their participation in the study they will be assured that there will not be adverse consequences thus, the will be free to withdrawn from the study willingly.

Remuneration:

There is no remuneration that will be received by the participant for participating in the study.

Except that I will hand over papers and pen if needed for respondents reply to the questionnaire including free data to be given to each participant because we cannot meet face to face physically as far as COVID 19 social distance is concerned

Costs of the Study:

Apart the working material that the researcher will provide to participants if needed, there is no cost that will be engaged on behalf of the study's participants.

Confidentiality:

To ensure that participants agree to the study outlined procedures a consent form will be handed over to each participant who can appose their signature on it to attest their participation. To set up a clear line between the young adults' respondents and the minor participants' participation rules. A letter of consent will be distributed and signed by the young adults' respondents while for minor participants' parents 'permission will be required

Research-related Injury:

The researcher is not responsible for any participants' injuries sustained during the research study thus; the researcher has the duty to inform the participants before their involvement in the study activities

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher on 0787713704 my supervisor on 0849569043 or the Institutional Research Ethics

administrator on 031 373 2900. Complaints can be reported to the DVC: RIE, Prof S

Moyo at dvcrie@dut.ac.za

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.



CONSENT

Title: The effect of Moral Education on students at selected secondary schools in Durban

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Kyungu Lubaba Lubadi, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

**Full Name of Participant
Thumbprint**

Date

Time

Signature / Right

I, Kyungu Lubaba Lubadi herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Kyungu Lubaba Lubadi

21/09/2021

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable) Date

Signature



LETTER OF INFORMATION

Title of the Research Study: The effect of Moral Education on students at selected secondary schools in Durban

Principal Investigator/s/researcher: KYUNGU LUBABA LUBADI

Co-Investigator/s/supervisor/s: Dr. Bobo Chazireni

Brief Introduction and Purpose of the Study:

Teaching Moral Education to the growing children strategy can be viewed as an introduction of inclusive education within the South African context and the educational system. Whoever every learner will be given an opportunity to expand her/his knowledge through own research as well as through teaching and learning interactions. Using research as teaching strategy This study seeks to enquiry on Critical issues considering Life Orientation and Moral Education: Case study of School in the eThekweni Municipality Children in South African schools

Greeting: Good morning, dear participants,

Introduce yourself to the participant:

My name is Kyungu Lubaba Lubadi, and I am a Ph.D. student at Durban University of Technology (DUT). I am conducting research on "The effect of Moral Education on students at selected secondary schools in Durban". This study will be conducted under the supervision of Dr. Bobo Chazireni supervision in the Faculty of Management Sciences at DUT.

Invitation to the potential participant:

I would like to invite you to consider taking part in this research. Your free participation is very important as it will add more input to this study research in respect of rights.

What is Research?

You have been requested to take part in a research project. We will supply you with all the information you need to understand the study and what you can expect from it. The dangers, rewards, and your rights as a study subject would all be included in these instructions. Please do not hesitate to ask the researcher to clarify anything that you do not understand.

To participate, you must sign a formal consent form that includes your signature, date, and initials to confirm that you understand and agree to the terms.

You have the right to ask any questions you have about the study at any time. Report any new difficulties to the researcher as soon as possible during the trial. The researcher's phone numbers are supplied. Please phone these numbers if you have any questions.

It is entirely up to you whether you choose to participate in the study. You are under no obligation to participate in any research. You will not be harmed in any way if you choose not to participate in the study, and you will not be penalized or denied benefits to which you may otherwise be eligible though that no cash will be provided to participants. You have the right to withdraw at any moment throughout the study without penalty or loss of benefits if you participate.

If you do decide to leave the study, you should return for a last talk so that the research can be completed in a timely manner.

Your participation in this study may be terminated if you fail to follow instructions in such a way that the researcher considers it is not in your best interest to continue, or for administrative reasons.

Therefore, the results of the research study may be disclosed at scientific conferences or in specialist publications, but your identity will always be kept private.

This informed consent declaration was written in accordance with current legal requirements.

Sincerely yours.

Outline of the Procedures:

The study at hands is a qualitative study which is drawn throughout the interpretative paradigm concerned and driven with the concerns of research problem and statement drawn from personal experiences, books, internet, newspapers, books and media tools. Therefore, the researcher will also use a digital photo camera/a mobile phone to record audio, computer, pen/pencil, magazines/newspapers and a notebook.

In addition to the above tools can be used as research instruments that generate data considering the sampling approach generated within the participants' members in their respective research site's interviews.

Every participant as a volunteer requires to completes a questionnaire and responds to the drawing prompt's sequences in light of Moral education 's challenges and opportunities offered in learning and teaching Life Orientation at school. Beside the questionnaire, this study will also use observation and group discussion and

unstructured questions as research tools. The major aim of the research is to explore how randomly chosen thirty Bechet schooling children experience their roles in relation to their moral behaviour at home, at school as well as the community. For fear of C-19 (Covid-19) contamination respondents will meet through Zoom meeting, Wassap and other social media. Questionnaire will be sent to respondents and be collected through the school office. In what regards the group discussion and paper telephonic communication, the researcher will provide data to each respondent to facilitate both the drawing prompt questionnaires and group discussion's responses. During the six months of meeting probation, the researcher and appellants can communicate four times or more if there might be a need further to concretize the study.

Considering the preceding this study will also explore what actions can be taken to uplift moral behaviour among schooling learners in eThekweni Municipality and South Africa as a whole. As a qualitative study, the research focuses on investigating Moral Education in High School. Therefore, the aim of this study is also to examine the effect of Moral Education on students at selected secondary schools in Durban in eThekweni Municipality.

Risks or Discomforts to the Participant:

This will assist with regards to protect the rights of participants and make sure that they have no risk to participant. Therefore, participant will be informed that in the study he/she is free to withdraw at any time they wish or continue with their participating in the study.

Explain to the participant the reasons he/she may be withdraw from the Study:

As from individual reasons, participants will be informed and be advised that during their participation in the study they will be assured that there will not be adverse consequences thus, they will be free to withdraw from the study willingly.

Benefits:

The benefits and advantages of this research study can be sought add values embedded with firm progressive recommendations in teaching strategy that can allow teaching and learning approach to validate the National Curriculum Statement in the child learner's life. Moreover, the end of the study is sought to build up LO taught students' moral behaviour and actions and addresses learners' interactions. Moreover, the outcomes of the study will open a way to the publication of various articles from the different findings of the study.

Remuneration:

There is no remuneration that will be received by the participant for participating in the study.

Except that I will hand over papers and pen if needed for respondents reply to the questionnaire including free data to be given to each participant because we cannot meet face to face physically as far as COVID 19 social distance is concerned

Costs of the Study:

Apart the working material that the researcher will provide to participants if needed, there is no cost that will be engaged on behalf of the study's participants.

Confidentiality:

To ensure that participants agree to the study outlined procedures a consent form will be handed over to each participant who can appose their signature on it to attest their participation. To set up a clear line between the young adults' respondents and the minor participants' participation rules. A letter of consent will be distributed and signed by the young adults' respondents while for minor participants' parents 'permission will be required

Results:

Through its outcomes, which will be conveyed through conference presentations and articles publishing, as well as research awareness to schools and DBE activities, this study will contribute to South Africa's policy and expertise on the implementation of Life Orientation/moral education. This initiative will pave the way for a future LO curriculum that is both practical and effective in changing children's moral behavior in South Africa. Furthermore, this research is significant because it will advise educators to conduct new strategic steps to share knowledge with school officials, particularly in the DBE.

Research-related Injury:

The researcher is not responsible for any participant's injuries sustained during the research study; thus, the researcher has the duty to inform the participants before their involvement in the study activities

Storage of all electronic and hard copies including tape recordings

It can be claimed that the ideal method for a researcher to think about data storage and security is to use all electronic storage practices. The issue of best practices in the field of Although data storage and preservation can be a challenge, there are techniques for researchers and students to ensure that data is appropriately safeguarded and kept when moving from one study location to another.

- the journey's length of time
- natural calamities and pandemic threats, such as the COVID 19 virus

- unfavorable weather and natural disasters

- A safe location, a USB flash drive, removable media, or a computer file, such as papers or books...

Data security and research compliance necessitate an understanding of data storage and protection, which should be included in researcher procedures.

Moreover, confidentiality and research compliance requirements USB flash saved raw data can be preserved for research purposes for up to five academic years and codified to prevent fraudulent actions after the research project is completed.

Particularly, the relevance of data security can be supported by the fact that the right to privacy is a vital concern, while the right to exchange data is also contingent on data quality. As a result, the General Data Protection Regulation (known as GDPR) is implemented at every academic institution around the world for the purpose of data storage and protection.

Persons to contact in the Event of Any Problems or Queries:(Supervisor and details) Please contact the researcher(tel.no.), my supervisor (tel. no.) or the Institutional ResearchEthicsAdministratoron0313732375.ComplaintscanbereportedtotheDirector: Research and Postgraduate Support Dr L Linganiso on0313732577orresearchdirector@dut.ac.za.

. Work preparedness experiences before taking an employment.

. A good Moral behaviour development's challenges or opportunities schooling children and the society?

. For learners to abstain against crimes without victims (CWV)?

. What step major can be taken in order to transform LO taught learners 'misbehaviour both in school and in

the community as a whole?

v. **Unstructured Research questions**

3.1 In order to achieve the above listed objectives through the use of the above questionnaire, research questions in addition the unstructured questions are hereunder given:

- What are the strategies teaching and learning method schools use to uplift moral education among learners in eThekweni Municipality?
- What is the effectiveness of the OBE method in teaching and learning Moral education through LO?
- When you start smoking dagga and other dangerous substances, can you be able to stop the drugs abuse on your own or after the rehabilitation?
- In terms of moral behaviour can drug abuser be kinds and respectful to other people?
- What kinds of new teaching and learning methods can be used to achieve moral education among the youth?
- Is there any need for teaching and learning method of Life Orientation for the Children Moral education improvement and benefits of the society as a whole?



Drawing Prompt (Guidelines for data generation)

Drawing prompt under the title:

The effect of Moral Education on students at selected secondary schools in Durban (SCHOOL A and B)

As LO learner studying at this school you are requested to draw a picture representing the effect of Moral Education on students at Bechet High school and how it has impacted on your day-to-day behaviours in school and at outside your school?

Therefore, in order to express your concern concerning Moral education teaching and learning through LO. You are required convey an explicit message in a form of drawing. Any kind of picture you will provide will be valued as there is no good or bad picture.

Therefore, please, let your drawing be within the space provided below followed with a short explanation of picture considering your moral development as LO learner.

Drawing

8.6 Appendix F

Umdwebo – ngokocwaningo/Drawing Prompt (in Zulu language)

Isihloko:

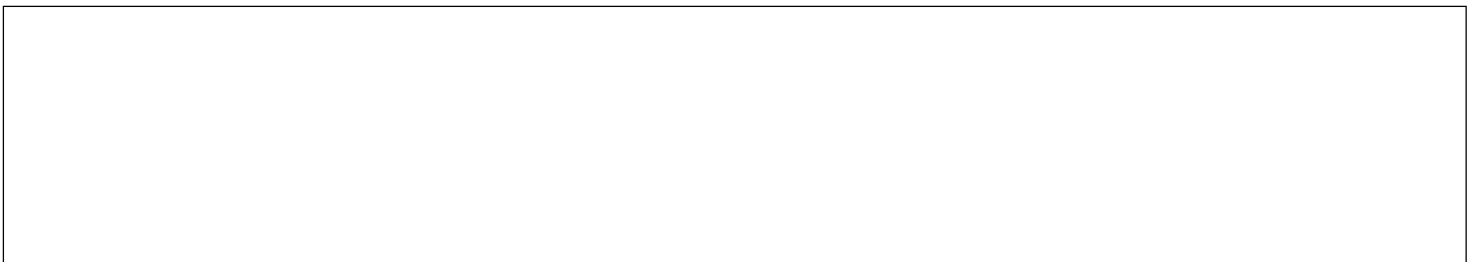
Ukuhlola ukubaluleka kwezimfundo yokuziphatha zempatho balezifundo kahle, ubuhle nobubi esikoleni I Bechet High nase Overport Secondary School Kwa-Zulu Natal

Njengomfundi we L.O. dweba umdwebo oveza ukuthi ukufunda izimfundo zempatho zikufundiseni/ ziyishintshe kanjani indlela oziphatha ngayo esikoleni/emphakathini

Vesa ngokudweba isithombe somlayezo ofusa ukuwaveza ngesifundo sokuziphatha (L.O.)

Awukho umdwebo omuhle nomubi wonke umdwebo wamukelekile

Umdwabo/Drawing (dwabela ku lesi ikhala esinikezine)





Incazelo yemdwabo wakho

8.7 Appendix G



Title of the study:

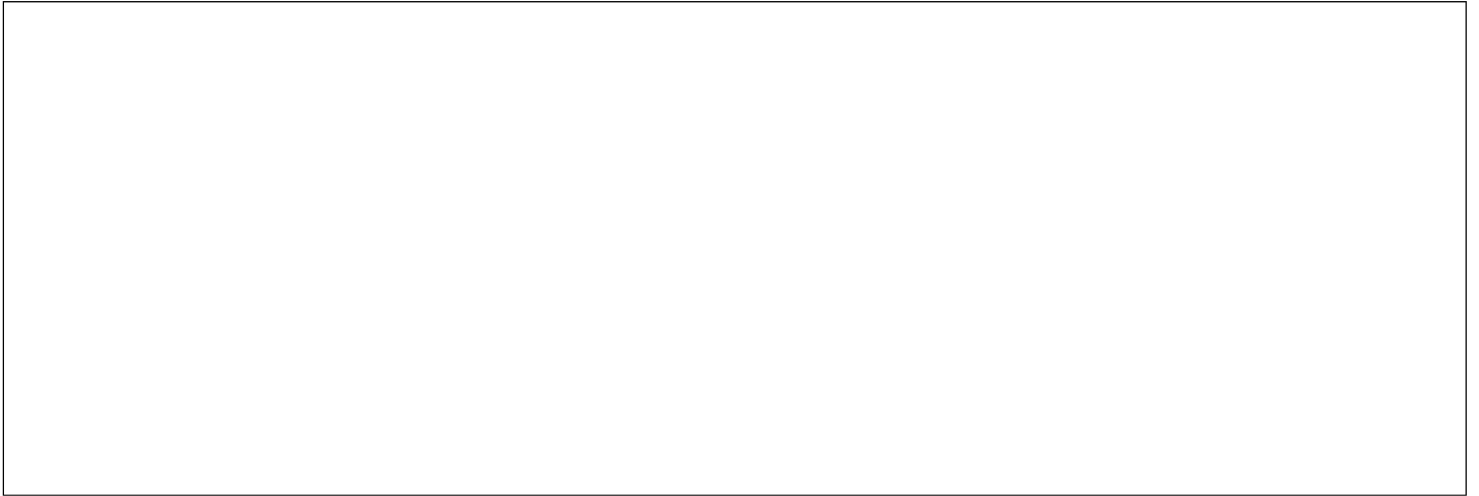
The effect of Moral Education on students at selected secondary schools in Durban

- Using Audio-Visual approach for data collection

VISUAL APPROACH (developing skills through visual/visual reading of the audio/photo/picture's conveyed message)

Photo –voice guide (SCHOOL A and B)

Photo guide



Explanation of the picture

In order to convey an explicit message, you are required to give a short explanation (in the space below) your picture in the space provided below. Use the magazine provided to you select a picture which you believe speaks about the effect of teaching and learning moral behaviour strength/weakness.

NB. As a LO learner if you would like to draw a picture in relation with your daily basis experiences.

8.8 Appendix H



AUDIO APPROACH

Title of the study:

The effect of Moral Education on students at selected secondary schools in Durban

1. AUDIO APPROACH (BECHET HIGH SCHOOL)

Procedure:

The consent letter statement is drawn in line of the letter of information therein attached to offer information and outlines procedures drawn in the appendix A and completed by the Methodology section (5; 5.6 and 6).

For information the study please refer to the information letter attached (appendix A)

8.9 Appendix I



USING LOCAL LANGUAGE IN RESEARCH STUDY : IsiZulu/In Zulu

Isihloko: Ukuhlola ukubaluleka kwemfundo yokuziphatha /zempatho, ubuhle nobubi balesisifundo esikoleni I Bechet High School Kwa-Zulu Natali

Isivumelwano

Isavumelwano sokuzibandakanya kulolucwaningo samfundi/sabazali

- Ngifisa ukuveza ukuthi u Mnu Lubadi Kyungu Lubaba ungazisile ukuthi lolucwaningo luqoketheni inzuzo locwaningo,ubunzi balo,nokuphethwe kulolu cwaningo
- Ngifunde nesahluko esiqukethe imininingwa no equkethwe ile mfundo
- Ngiyazi ukuthi kumele ngiveze imininingwana emayelana neminyaka yami usuku lokuzaliwa ubulili bami, Kanye ne Gama esibongo sami, kodwa lokhu kunga fihlwa uma sekubhalwa ucwaningo
- Ngiyazi ukuthi umcwaningi wemfundo uzogcina imininingwano ku ``campyutha``

- Ngivumelekile ukungazibandakanyi noma ngiyeke lolucwaningo uma ngigasazimisele ngolo
- Ngisitholile isikhathi sokubuza imibuzo ngocwaningo (ngakho ngizimisele ngokuzibandakanya nalolu cwaningo)
- Nginolwazi lokuthi imininingwane yalolu cwaningo ethathiwe kimi ngingayithola inoma inini ukuze nami ngibe nayo

.....
Igama

.....
Isuku

.....
Isikhathi

8.10 Appendix J



LETTER OF INFORMED CONSENT (Principal of Bechet High School)

06 August 2020

The principal
Bechet High School
Durban

Request for Permission to Conduct Research

Dear Sir,

My name is Mr. Kyungu Lubaba Lubadi; I am one of PhD students at the Durban University of Technology (DUT). I wish to conduct the research in your school for my Doctoral thesis involves "The effect of Moral Education on students at selected secondary schools in Durban

Due to the interest, I am attaching to your school, I am hereby seeking your consent to conduct research in your school. The study will focus on moral behaviour and development inducted in the Life Orientation learning subject with the focus of

reducing schooling learners' unbecoming behaviour and violence. The study will use both learners and teachers' involvement as respondents for data collection. Prior to the commencement of the study and when required by your office, I will provide you with a copy of my proposal which will include copies of the data collection tools and consent and/or assent forms to be used in the research process. In addition, a copy of the approval letter from the Institutional

Research Ethics Committee (IREC) from my university will also be made available.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher on 0787713704 my supervisor on 0849569043 or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: RIE, Prof S Moyo at dvcrie@dut.ac.za

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g., isiZul

8.11 Appendix K



**Letter to the Ministry of Basic Education
Pietermaritzburg KZN**



Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

- **Applicants Details**

Title: Prof / Dr / Rev / Mr / Mrs / Miss / Ms

Surname: Lubadi

Name(s) Of Applicant(s): Kyungu Lubaba

Email: urainter@gmail.com

Tel No: N/A

Fax: _____

Cell: 0787713704

Postal Address: 15, Clifford Court

11 Park Street

Durban 4001

Proposed Research Title:

Effect of Moral Education on students at Bechet and Overport High school

Yes	X/No
-----	------

Have you applied for permission to conduct this research or any other research within the KZN DoE institutions?

If "yes", please state reference Number: _____

x/Yes	No
-------	----

- **Is the proposed research part of a tertiary qualification?**

If “yes”

Name of tertiary institution: Durban University of Technology

Faculty and or School: Management Sciences

Qualification: PhD in Public Management

Name of Supervisor: Bobo Chazireni

Supervisors Signature _____

If “no”, state purpose of research: _____

- **Briefly state the Research Background**

As a result of my own observation while working as a teacher in a few schools in Kwazulu-Natal, I have discovered that Life Orientation (LO) learning is one of the courses that are required from grade 3 through grade 12.

The empowering of students with skills and moral behavior appears to be crucial for both schools and parents in light

of the needs of the safety for all in school (SAS). The purpose of this study is to investigate why claims that school crime is increasing have been made while LO taught learners appear to be accommodated and catered for from grade R onward with one of the best and mandatory curricula?

Parents and students have also claimed that Bechet High and other schools in the region have been targeted by student misbehavior and school crimes as a result of the spike in crime in Kwa Zulu-Natal. the causes of certain students' unruly behavior, involvement in counterculture, or criminal activity with or without victims both inside and outside of school.

I can argue that the fact that LO learning area has been one of subject that empowers learners with skills which prepare children for future employment and citizenry. This presumption leads me to believe that LO students are expected to alter their behavior and develop into responsible citizens.

If it is true that there are still students at Bechet High School who behave in an unbecoming manner, it follows that LO-taught students are the ones who are causing the most trouble for educators, parents, and society at large.

5 In light of the preceding, I am motivated by the scope of moral development and discourse of the child learner in Kwazulu-Natal today. With regards to the preceding this study will attempt to find a solution and suggestion to this critical issue upon the study titled as ``effect of Moral Education on students at Bechet High school''

6 What is the main research question (s)?

- What is the current effect of moral Education on students at Bechet and Overport High school?
- What are the current opportunities and challenges of teaching and learning Moral Education within the LO curriculum?
- Do you feel empowered with skills through Moral Education/LO teaching and learning?

- What are your Life Orientation perceptions with regards to the context of teaching and learning?
 - What step major can be taken in order to transform LO taught learners 'misbehaviour both in school and in the community as a whole?
 - Is the LO learning area under the continuous Assessment Policy Statement known as CAPS a challenge or an opportunity within in line with the school leavers for?

. What is the effect of Moral behaviour of job security and work preparedness experiences before taking an employment?

. Can good Moral behaviour pave ways to job security and social economics prosperity?

. How can you abstain to commit against both crimes without victims (CWV) and crime with victims (CWVi)?

Please if your answer is Yes/No explain why please?

- Is the current LO CAPS has the capacity of empowering learners for good moral behaviour and accountability?
- What step major can be taken to promote LO taught learners citizenry, familiarize with ethical words such as being respected and respectful, knowing own rights, duties and that of others, know what is wrong and rights?

• **Methodology including sampling procedures and the people to be included in the sample:**

This study will use a qualitative approach and 30 respondents randomly selected learners in grades 8-9, 10, 11 and 12 drawn from the all range of grades. In addition, this study will use the drawing and pictures collages for data collection but, this approach will be used hand in hands together with the research questions and the drawing prompt.

- **What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?**

The study at hand will try to pave up ways on a qualitative and descriptive approach as it uses phenomenal approach to apprehend and interpret child/learner's behaviour adaptation toward what has been offered to her/him in school through teaching and learning moral education through life orientation. The observation of the phenomenological approach of this study will bring up vital attention to the commonly expected safety construct issues both at home and in school.

The results of the study will help set up plans and safety strategies which will try to improve and promote moral development and citizenry for the youth in South Africa.

KZN Department of Education Schools or Institutions from which sample will be drawn – If the list is long, please attach at the end of the form

Bechet High School		

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- **Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):*

This research study will use the following data collection instruments:

-A digital photo camera, magazines/newspapers, notebooks. Tables, desks, chairs, tape recorder, batteries/chargers, laptops/computers, tablets, pens, paper, stationary and flash disks.

- **Procedure for obtaining consent of participants and where appropriate parents or guardians:**

In order to conduct interviews, I will introduce an application letter to individuals selected randomly after receiving the

approval from the Department of Basic Education authorities, the school to acquire access to the school premises and then children's parents/guardians. After their approval, I will ensure that the report is accurate and respondent's if desired making sure that anonymity is respected and kept secret while both parties will agree for their participation to the study on the free will.

- **Procedure to maintain confidentiality (if applicable):**

After the Department of Basic Education's approval, I will ensure that the report is accurate and respondent's if desired making sure that anonymity is respected and kept secret while both parties will agree for participation to the study on the free will.

- **Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable): None**

What the motive is behind LO taught children to commit crime?

Is committing crime by young learners one of fact motivated by:

-The lack of parents and teachers support and care?

-Poverty?

-Single parenting?

-Lack of LO information on how youth should behave?

Is smoking cigarette and any drug abuse: can:

a. Gives strength and wisdom the youth users?

b. Lead to commit crimes or kinds of benefit?

C. Lead to adopt attitude and not respectful to anyone?

d. Difficult to STOP smoking or drugs abuse for the sake of health?

-What would be your suggestion for the DBE to curb moral behaviour among the youth who are tomorrow the country's future?

NB. All memo prompt/drawing prompt as one of new method used in qualitative study that uses pictures and drawings, it will be used as an additional questionnaire for this study

- **Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable)**

In times of interview, I would request to the school to provide me with a research assistant who can be a LO teacher or learners 'representative (RCL).

- **Research Timelines:**

This research will be taken in three months at Overport Secondary starting with provision of answer related to the drawing prompt then thereafter learners will answer the research questions in a group discussion organized in one of classroom in school at their spare time.

- **Declaration**

I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.

I **Kyungu Lubaba Lubadi** declare that the above information is true and correct

24/06/2021

Signature of Applicant

Date

- **Agreement to provide and to grant the KwaZulu-Natal Department of Education the right to publish a summary of the report.**

I/We agree to provide the KwaZulu-Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu-Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

Signature of Applicant(s)

Date 24/06/2021

Return a completed form to:

Sibusiso Alwar

The Research Unit; Resource Planning; Kwa Zulu Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street; Pietermaritzburg; 3201

Or

Ordinary Mail

Private Bag X9137; Pietermaritzburg; 3200

Or

Email

sibusiso.alwar@kzndoe.gov.za

8.12 Appendix L: ETHICAL CLEARANCE LETTER

ETHICAL CLEARANCE LETTER



Institutional Research Ethics Committee

Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court

Gate 1, Steve Biko Campus Durban
University of Technology

Email: lavishad@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

31 October 2022

Mr K L Lubadi Management Sciences

Public Management and Economics Durban University of
Technology

Dear Mr Lubadi

The effect of Moral Education on students at selected secondary schools in Durban **Ethics Clearance Number: IREC 136/22**

The DUT-Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study. In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

Yours Sincerely

Professor J K Adam Chairperson: DUT-IREC

ENVISION2030 transparency • honesty • integrity • respect • accountability
fairness • professionalism • commitment • compassion • excellence



8.13 APPENDIX M: PERMISSION LETTERS Bechet High School



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

OFFICE OF THE HEAD OF DEPARTMENT

Enquiries: Phindile Duma

Ref.:2/4/8/1790

Mr KL Lubadi
702 Park 40
Diakonia Avenue

DURBAN
4001

Dear Mr Lubadi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE EFFECT OF MORAL EDUCATION ON STUDENTS AT SELECTED SECONDARY SCHOOLS IN DURBAN", in the KwaZulu-Natal Department of Education Institutions has been approved.

The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 10 August 2021 to 10 September 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMLAZI DISTRICT

UGU DISTRICT

8.14 : APPENDIX M: Turnitin Summary Report

