

Chapter # 19

BARRIERS TO FLIPPED CLASSROOMS IN SOUTH AFRICAN UNIVERSITIES: CONTEXT AND CONTENT CHALLENGES

Thuthukani Dlamini

Mangosuthu University of Technology, South Africa

ABSTRACT

A significant shift in pedagogical methods is the adoption of the Flipped classroom approach. This method challenges direct instruction as the most efficient use of class time. Instead, it encourages students to engage with new material before coming to class, reserving class time for activities that foster higher-order thinking and activity. While this strategy addresses limited classroom time, it often overlooks the complexity and cognitive demand of module content, as well as the socio-cultural contexts within South Africa's diverse higher education landscape. This qualitative research investigates the challenges associated with implementing the Flipped classroom model within South African Higher Education. Using a case study approach, data was collected through questionnaires with South African University students to assess the influence of their community backgrounds. Additionally, semi-structured interviews with a lecturer were conducted to evaluate cognitive demands and support needed for this instructional approach. The findings reveal that the community contexts, combined with the cognitive challenges posed by module content, significantly impede the successful implementation of the Flipped classroom model. The study recommends that South African universities prioritize community engagement initiatives that foster supportive learning environments and invest in university residences equipped with the necessary infrastructure and academic support.

Keywords: flipped classrooms, community, context, content.

1. INTRODUCTION

The higher education academic experience is an inherently interactive process, shaped by various factors that contribute to the success of students. Among these, engagement and student motivation are considered pivotal to academic achievement (Barkley & Major, 2020). As a result, the academic community has sought pedagogical strategies to sustain student motivation and involvement. To this end, scholars as early as the late 19th century advocated for technology integration to enhance student participation and academic success (see Clark, 1983; Chickering & Ehrmann, 1996, Bates, 2000). Their argument was that students born into an increasingly digital age required engaging and dynamic digital education to thrive in the modern world. Consequently, the rapid advancement in technology necessitated a shift in pedagogical approaches to match these changes. Key approaches include cognitive load theory, connectivism, multimodal learning theory, and most notably, the Flipped Classroom model. This method distinguishes itself by seamlessly blending traditional teaching with technology-driven tools (Naidoo, 2020) and reshaping the conventional learning environment. It advocates for a reallocation of in-class and out-of-class activities, shifting the responsibility for learning from the instructor to the student (Kashada & Li, 2017).

The South African higher education sector is also embracing the shift towards pedagogical approaches suited for technology-based learning. This is in response to recent statistics that revealed a national throughput rate of only 18.9% for 3-year degrees in 2015 by the Department of Higher Education in 2019. As a result, it was recommended that technology be explored as a strategy to improve university throughput rates across the country. In response to this recommendation, South African academics have turned to the Flipped Classroom approach as an effective technology-driven pedagogy (Cilliers & Pylman, 2022). This pedagogy gained further prominence during the COVID-19 pandemic, both in South Africa and globally. Research has shown that students who followed a flipped methodology during the pandemic improved their digital skills and increased their motivation (Cuevas Monzonis, N., Gabarda Méndez, V., Cívico Ari, A., & Colomo Magaña, 2020). In Spain, Collado-Valero et al. (2021) observed a significant rise in the use of various online digital resources within the FC approach in higher education.

However, caution is necessary when implementing this approach within the complex South African context, both inside and outside the classroom. For a developing country like South Africa, the implementation is hindered by factors such as limited internet access, inadequate ICT infrastructure, insufficient government support, lack of computer ownership, professional development gaps, and a slow pace of change (Kashada & Li, 2017). Additionally, content creation and delivery face challenges such as language barriers (Mwaniki, 2012), varying assessment standards, and a lack of parental support. The practicality of the Flipped Classroom approach in South African higher education is thus constrained by numerous structural and socio-economic issues, both within the university and the surrounding community. In this regard, universities should redirect their community development efforts inward, aiming to "flip" local communities so that students can fully benefit from the Flipped Classroom model, even beyond the pandemic. The objective of this study is to explore how the South African context and module content serve as barriers to implementing the Flipped Classroom approach in a local university.

2. HISTORICAL CONTEXT OF SOUTH AFRICAN UNIVERSITIES

Any discourse on South Africa is inevitably intertwined with its difficult history. This historical context is crucial, as it provides insight into many of the challenges the country continues to face today. In relation to South African universities, the foundation of the higher education system dates back to 1873, with the establishment of the first degree-granting institution, the University of the Cape of Good Hope (Boucher, 1975). This institution was created through an Anglo-British initiative, under the University Incorporation Act 16 of 1873, and was exclusively available to English-speaking white European settlers. The primary objective was to advance education and research within the colonies beyond secondary education (Boucher, 1975). It also served as a training ground for colonial administrators tasked with implementing colonial policies.

After colonization, the apartheid government shifted its focus to Afrikaner universities located in the former Transvaal and Orange Free State. Although these institutions were designated exclusively for white South Africans under the Separate Amenities Act of 1953, the state's growing development highlighted the need for a more skilled workforce. It wasn't until the Extension of Universities Act in 1959 that any attention was given to institutions for non-white South Africans (Mdepa & Tshiwula, 2012). This delay illustrates that historically black universities only began receiving state recognition and support decades after their white counterparts. During apartheid's 45-year rule, which extended the legacy of 350 years of colonialism, the government established a racially segregated higher education system,

consisting of 36 universities, 15 Technikons, and around 140 specialized vocational colleges (focusing on nursing, education, and agriculture). These institutions were segregated by race in terms of both admissions and tuition (Mdepa & Tshiwula, 2012).

The gruesome history communities in South Africa is similar to that of the university. Evidence of this irreparable history lies in the creation of the Group Areas Act of 1950. This Act mandated separate living areas for whites and non-whites in South Africa. The separation and spatial planning of living allocation reserved suburban and urban areas for white occupation and township and rural locations for non-white occupation (Philip, 2014). Findley and Ogbu (2011) detail the impact of this segregation and the lack of attention and development allocated to South African townships during the Apartheid administrations. “Transport was limited to state-owned buses and trains, and the scarcity of commercial development forced many township residents to shop in faraway white-owned centers, or in licensed white-owned or Indian-owned shops dispersed around the townships. Leisure activities were also strictly regulated: the only legal beer halls were in government buildings, and dirt lots served as soccer fields. Schools were poorly maintained barrack-like structures with barred windows and secondhand desks. There were no cultural facilities, though churches did provide places of community and belonging” (Findley & Ogbu, 2011).

Townships echoed the tension between the need to keep non-white South Africans close enough to provide a secure source of cheap labour, but far enough to maintain social distancing and separate development. The long-lasting effects of this are the current socio-economic issues prevalent in South African townships and rural areas. Amongst the many included is the lack of infrastructure (Pernegger & Godehart, 2017), unemployment and crime (Barrar, 2010), teenage pregnancy (Mkhwanazi, 2010) as well as a general decay in the social and moral fibre of communal living. Therefore, South African universities face a dual challenge: they are burdened by centuries of financial and resource inequalities between historically black and white institutions, while historically black universities remain located in townships still deeply affected by the socio-economic disparities stemming from the country’s painful history. The application of a resource-demanding and technological based pedagogy such as the flipped classroom approach requires caution in such a context. Given this historical backdrop, the study explores the challenges involved in implementing the flipped classroom model in South African universities, where most students hail from these communities.

3. A FLIPPED CLASSROOM APPROACH: THEORETICAL UNDERPINNING

The flipped classroom approach originated in the late 1990s as a pedagogical tool, initially designed by teachers to offer supplementary content for students who missed class. It later evolved within Higher Education institutions across Northern Europe, with the goal of maximizing lecture contact time. Early advocates, Bergmann and Sams (2012) observed that students who accessed course material at home could utilize class time for more interactive and meaningful activities, such as experiments and group discussions (Cilliers & Pylman, 2022). The core idea underpinning this theoretical framework is that flipping the classroom enables learners to actively gather information outside of designated class time by engaging with content through reading, watching, or listening (Bergmann & Sams, 2012). They further assert that this approach fosters active learning and is more student-centered than the traditional lecture-based model. In this approach, students construct knowledge as they prepare for class (Sohrabi & Iraj, 2016). This knowledge is then tested when the lecturer

creates a classroom environment where students can apply and challenge their newly acquired knowledge in real-life contexts. As a result, the teacher can devote more time to addressing both the learning and emotional needs of students (Goodwin & Miller, 2013). This ontological perspective aligns closely with constructivist learning theories, where students actively construct meaning and understanding through experiences and interactions (Tanner & Scott, 2015). Bergmann and Sams (2012) outline the following four pillars of the Flipped Classroom approach:

Flexible environment

Unlike conventional classrooms, which are often not encouraging to learning, flipped classrooms encourage students to work collaboratively in highly flexible environments. Students have the autonomy to decide when and where to engage with the material, and lecturers accommodate these choices. Naidoo (2020) supports this view, describing flexible environments as productive and conducive spaces outside the classroom where learners can engage with content in a comfortable and adaptable setting. Additionally, this approach emphasizes that content should be accessible at any time and from any location.

i) A change in the learning culture

This principle advocates that lecturers should help students explore topics more deeply through the use of student-centered pedagogies. Unlike traditional methods, which position the lecturer as the sole holder and dispenser of knowledge, the flipped classroom shifts the focus, empowering students to take ownership of the knowledge creation process. In this approach, there is a clear transition from a teacher-centered to a student-centered model of learning.

ii) Intentional content

This principle emphasizes that lecturers must be deliberate and thoughtful in how content is both created and consumed by students (Naidoo, 2020). The primary goal is to align the content with appropriate instructional delivery methods. Additionally, lecturers need to be adaptable, shifting away from traditional instructional techniques when necessary.

iii) Professional educator

For the flipped classroom approach to be successful, experienced lecturers are best suited, as they need to capitalize on available learning opportunities and carefully monitor students to guide their progress (Kashada & Li, 2017). This study examines these four pillars to explore how contextual factors and content may serve as barriers to the implementation of the flipped classroom model in a South African university.

In assessing the limitations of the theory, it is important to note what the theory is not. According to Ozdamli & Asiksoy (2016, p.100), 'Flipped classroom approach is not synonym with online videos, the important point is the interactive activities done during time when teacher and students are face to face'. They further add that 'it is not using video instead of teacher. It is not working unsystematically of students. It is not students spending all course period in front of a computer. It is not a student studying alone' (Ozdamli & Asiksov, 2016, p. 100). Nonetheless, teachers who use the approached have noted that students may be stubborn at the beginning and may come to class without preparation. This invertedly wastes time as the model depends on learners independently preparing for the class engagement. Teachers also noted the difficulty in finding good quality materials online for the learners to use and understand on their own (Herreid & Schiller, 2013). The most notable of these limitations of the theory is the lack of equipment such as smart phones, tablets or computers and having internet problems (Kordyban & Kinash, 2013). This is particularly important in the case of the South African University as explored by this study, as the implementation of the theory rests heavily on this contextually dynamic.

4. METHODOLOGICAL PROCEDURE

The objective of this study was to investigate how context and content serve as barriers to implementing the flipped classroom model in a South African university. This qualitative research employed a case study design, which Babbie and Mouton (2001) defines as an in-depth analysis of a particular case or bounded system. This method was chosen to facilitate a thorough exploration of both the university's context and the content of a specific module within that institution.

Purposive sampling was utilized to select a university located in a township in Kwa-Zulu Natal, chosen for its unique context relevant to the study. Within this university, one first-year Engineering class was selected based on the assumption that these students' relative inexperience would yield valuable insights into both contextual and content-related barriers. Data was collected using semi-structured questionnaires and one-on-one interviews. The semi-structured questionnaires included both open-ended and close-ended questions, designed to explore students' community contexts and their experiences with the module content. The interview with the Engineering lecturer focused on the module's content and its alignment with the flipped classroom approach. The development of these instruments involved a thorough review of relevant literature and piloting to ensure clarity and relevance. Thematic analysis was used to analyse the data, with themes identified through iterative coding and examination. The analysis focused on themes such as flexible environment, a change in learning culture, intentional content, and professional teachers (Bergmann & Sams, 2007).

Ethical considerations were addressed through obtaining informed consent from all participants, who were fully briefed on the study's purpose, voluntary nature, and their right to withdraw at any time. Confidentiality was maintained by anonymizing data and securely storing all materials. Ethical clearance was granted by the institution and relevant gatekeepers. The study's findings are specific to the selected university and class, and therefore may not be generalizable to other contexts. Potential limitations include the subjective nature of qualitative data, the specific context of the selected university, and the focus on a single class, which may influence the findings and their applicability to broader settings. Additionally, while the study addresses barriers to implementation, it does not explore all potential challenges or practical considerations associated with the flipped classroom approach.

5. RESULTS AND DISCUSSION OF FINDINGS

A total of 72 first-year Engineering students participated in the questionnaire, which sought to examine how their context and the course content influenced the implementation of the flipped classroom approach. The first two key components of this model—flexible environments and professional educator (Bergmann & Sams, 2007)—addressed the implications of context, while the latter two components— a shift in learning culture and intentional content (Bergmann & Sams, 2007)—focused on the implications of content.

i) Contextual barriers to a flipped classroom approach

Flexible environments

For the flipped classroom approach to be successful, the alternative flexible environment must be both conducive and supportive. Many South African universities were constructed during the apartheid era, which did not account for the high enrollment of previously disadvantaged groups. As a result, these institutions often have limited on-campus student housing (Mzileni & Mkhize, 2019). Furthermore, they point out that students frequently endure unhygienic, unsafe, and poorly equipped private accommodations. As shown in Figure 1, 62.5% of the 72 respondents live in off-campus housing. This situation is common across many South African universities due to the legacy of apartheid-era spatial planning (Mzileni & Mkhize, 2019).

*Graph 1.
Student residency during studies.*



Flexible environments should include resource centers to support students using the flipped classroom model. This approach encourages students to complete and engage with course content outside of the classroom, freeing up lecture time for activities such as application, experimentation, and exploration (Berrett, 2012). However, in addition to 62.5% of respondents living off-campus, their residences lack the media centers and resources necessary to facilitate this type of learning. Graph 2 illustrates that nearly 70% of respondents do not have access to media centers near their accommodations. Furthermore, 65% of respondents reported sharing a room with more than one person, making it exceedingly difficult to create a conducive study environment. The lack of individualized space, as depicted in Graph 3, highlights the challenges of implementing the flipped classroom model, as students do not have access to the flexible environments essential for its success.

*Graph 2.
Resident room occupants.*

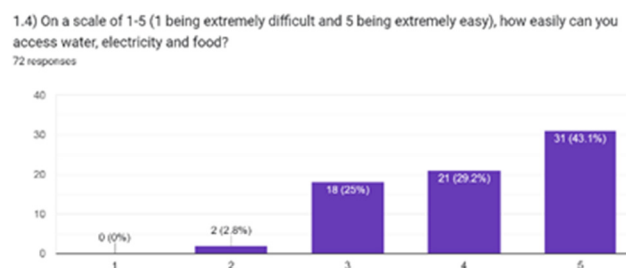


Graph 3.
Access to media centre and resources.



The study found that the context and living environment in which South Africa students predominantly find themselves in makes it difficult to effectively implement a flipped classroom approach. A greater effort is required in establishing communities with media centres and resourced facilities to support South African Students. Far beyond media centres and resource facilities, communities in South Africa still need to deliver basic needs that not only facilitate a flipped approach, but basic education conditions for South African student (Du Plessis & Amoah, 2022). Testament to this is how only 43% of respondent reported not struggling to access of basic service delivery such as water and electricity as shown in table 1.

Table 1.
Access to basic service delivery.



Professional educator

A key principle of the flipped classroom model is that lecturers must be experienced and well-suited to take full advantage of the learning opportunities the methodology offers (Kashada & Li, 2017). To investigate this aspect, the study interviewed the Electrical Engineering lecturer responsible for teaching first-year Engineering students. The lecturer, who holds an MSc in Engineering and has seven years of teaching experience—five of which were in secondary education—stated that they had not undergone any formal training or capacity-building programs related to the flipped classroom model. Alexander and Masoabi (2017) observe that while South African Engineering academics possess strong content knowledge, many struggle to effectively convey this knowledge pedagogically due to a lack of teacher training. In response, the South African Department of Higher Education has been encouraging academics outside the teaching faculty to pursue pedagogical qualifications in addition to their professional credentials. When the flipped classroom approach was

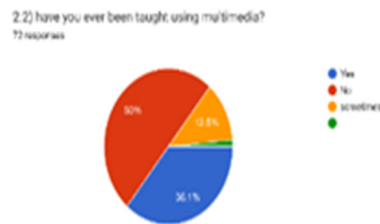
explained to the lecturer, they expressed concerns that their institution might lack the necessary technical support and resources to implement the model effectively.

ii) Content barriers to a flipped classroom approach

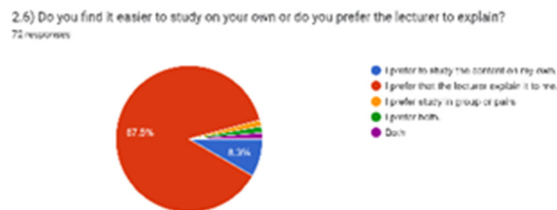
A change in learning culture

A key principle of the flipped classroom model is that lecturers should help students explore topics in greater depth by using tools and pedagogies that are student-centered (Naidoo, 2020). Encouragingly, this study found that more than 50% of respondents had been taught using various multimedia, as shown in Graph 4. This is a positive sign for the future of the flipped classroom model in South Africa, as students are somewhat familiar with the tools utilized in this approach. However, further efforts are needed to familiarize students with student-centered pedagogies, as an overwhelming 87% of respondents indicated a preference for the lecturer to explain the content to them. This tendency is attributed to the fact that first-year students typically come from secondary schools that predominantly rely on teacher-centered methods for content delivery. Sedibe (2011) explains that this is because many under-resourced South African classrooms lack the tools needed to implement 21st-century student-centered pedagogies. As a result, the existing learning culture in South African universities could hinder the successful implementation of the flipped classroom model.

*Graph 4.
Preference with Multimedia.*



*Graph 5.
Student-centredness.*



Intentional content

The primary goal of this principle is to align content with appropriate instructional delivery methods (Naidoo, 2020). Furthermore, lecturers must be adaptable enough to transition from traditional teaching methods. In investigating this principle, the study aimed

to understand the types of content respondents were accustomed to and the level of access they had to this content, which is essential for facilitating a flipped classroom model. Most respondents reported using textbooks as their primary source of content. Encouragingly, 47% of respondents indicated that they could access these textbooks outside the classroom, suggesting that lecturers could direct students to engage with content outside of class, thereby freeing up class time for more practical activities. However, nearly 60% of respondents stated that they could not afford these textbooks, which poses a significant barrier to implementing a flipped classroom model. Many students at underprivileged universities in South Africa face financial difficulties when it comes to purchasing textbooks and other educational resources (Goodier, 2019). In an effort to promote equity and support disadvantaged students, the South African government provides funding and resource allowances. However, Goodier (2019) notes that these funds are often used to support extended family members struggling with poverty, rather than being spent on educational materials. If communities in South Africa could meet the basic needs of students, this would allow allocated funds to be used for purchasing the educational resources necessary to implement a flipped classroom model.

*Graph 6.
Access to content resources.*



*Graph 7.
Affordability of content resources.*



6. CONCLUSIONS AND RECOMMENDATIONS

While this study was limited in its capacity to fully understand all South African universities, the exploration of a previously disadvantaged South African university, combined with existing literature, provided insights into the broader South African context. The findings revealed that historical inequalities and the current state of South African

communities and universities present significant barriers to the effective implementation of the flipped classroom approach. The study recommends a collaborative effort between the Department of Higher Education and Social Services to 'flip communities' first before flipping classrooms. In this regard, universities should prioritize their community engagement initiatives to create environments where students can live and study effectively. Additionally, universities must ensure that students living in off-campus accommodations have access to appropriate resource centers and educational facilities to support their academic pursuits. South African universities cannot afford to fall behind in adopting innovative 21st-century pedagogies due to contextual challenges and barriers to accessing content.

REFERENCES

- Alexander, G., & Masoabi, C. (2017). Reflections on the state of pedagogy and perceived related challenges in technical, vocational, education and training (TVET) engineering studies of South Africa. In F. Uslu (Ed.), *Proceedings of the 3rd International Conference on Advances in Education and Social Sciences, ADVED 2017* (pp. 1008-1017), Istanbul, Turkey.
- Babbie, E., & Mouton, J. (2001). The practice of social science research. Belmont, CA: Wadsworth.
- Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.
- Barrar, E. M. (2010). *Township youth perceptions of poverty and unemployment in Cape Town, South Africa* (Master's thesis, University of Cape Town, South Africa). Retrieved from <https://open.uct.ac.za/items/9f66ecb7-e663-4902-9863-da0924a704a8>
- Bates, T. (2000). *Managing technological change: Strategies for college and university leaders*. Jossey-Bass: San Francisco.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International society for technology in education.
- Berrett, D. (2012). How 'flipping' the classroom can improve the traditional lecture. *The chronicle of higher education*, 12(19), 1-3.
- Boucher, M. (1975). Graaff-Reinet and higher education: A decade of decline, 1875–1885. *African Historical Review*, 7(2), 1-16.
- Cilliers, L., & Pylman, J. (2022). South African students' perceptions of the flipped classroom: A case study of higher education. *Innovations in Education and Teaching International*, 59(3), 296-305.
- Clark, R. E. (1983). Reconsidering research on learning from media. *Review of educational research*, 53(4), 445-459.
- Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *AAHE bulletin*, 49, 3-6.
- Collado-Valero J, Rodríguez-Infante G, Romero-González M, Gamboa-Ternero S, Navarro-Soria I, & Lavigne-Cerván R (2021). Flipped classroom: active methodology for sustainable learning in higher education during social distancing due to COVID-19. *Sustainability*, 13(10), 5336. <https://doi.org/10.3390/su13105336>
- Cuevas Monzonis, N., Gabarda Méndez, V., Cívico Ariza, A., & Colomo Magaña, E. (2020). Flipped classroom in COVID-19 times: a cross-talking perspective. *IJERI: International Journal of Educational Research and Innovation*, (15), 326–341. <https://doi.org/10.46661/ijeri.5439>
- Du Plessis, J., & Amoah, C. (2022). Affordable Student Accommodation: A Perspective of Tertiary Students. *Proceedings of International Structural Engineering and Construction*, 9(1).
- Findley L. & Ogbu, L. (2011). South Africa: From Township to Town. *Places Journal*. <https://doi.org/10.22269/111117>
- Goodwin, B. & Miller, K. (2013). Evidence on flipped classrooms is still coming in. *Educational Leadership*, 70(6), 78-80.

- Goodier, S. (2019). Tracking the money for open educational resources in South African basic education: What we don't know. *International Review of Research in Open and Distributed Learning*, 18(4).
- Herreid, C. F., & Schiller, N. A. (2013). Case Studies and the Flipped Classroom. *Journal of College Science Teaching*, 42(5), 62-66.
- Kashada, A., Li, H., & Su, C. (2017). Adoption of flipped classrooms in K-12 education in developing countries: Challenges and obstacles. *International Journal of Emerging Technologies in Learning* (Online), 12(10), 147.
- Kordyban, R., & Kinash, S. (2013). No more flying on autopilot: The flipped classroom. *Educational Technology Solutions*, 56, 54-56.
- Mdepa, W., & Tshiwula, L. (2012). Student diversity in South African higher education. *Widening participation and lifelong learning*, 13(1), 19-33.
- Mkhwanazi, N. (2010). Understanding teenage pregnancy in a post-apartheid South African township. *Culture, Health & Sexuality*, 12(4), 347-358.
- Mwaniki, J. W. (2012). Influence of headteachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education (KCPE) in Miharati Division, Kipipiri District, Kenya (Doctoral dissertation, University of Nairobi, Kenya).
- Mzileni, P., & Mkhize, N. (2019). Decolonisation as a spatial question: The student accommodation crisis and higher education transformation. *South African Review of Sociology*, 50(3-4), 104-115.
- Naidoo, J. (2020). Exploring the flipped learning approach within a mathematics higher education milieu in the era of the Fourth Industrial Revolution. *Universal Journal of Educational Research*, 8(6), 2542-2553.
- Ozdamli, F. & Asiksoy, G. (2016). Flipped classroom approach. *World Journal on Educational Technology: Current Issues*, 8(2), 98-105.
- Pernegger, L., & Godehart, S. (2017). Townships in the South African geographic landscape—physical and social legacies and challenges. *Training for Township Renewal Initiative*, 7.
- Philip, K. (2014). A history of townships in South Africa. In S. Mahajan (Ed.), *Economics of South African townships: Special focus on Diepsloot* (pp.31-49). Washington, D.C.: World Bank.
- Sedibe, M. (2011). Inequality of access to resources in previously disadvantaged South African high schools. *Journal of Social Sciences*, 28(2), 129-135.
- Sohrabi, B., & Iraj, H. (2016). Implementing flipped classroom using digital media: A comparison of two demographically different groups perceptions. *Computers in Human Behavior*, 60, 514-524.
- Tanner, M., & Scott, E. (2015). A Flipped Classroom Approach to Teaching Systems Analysis, Design and Implementation to Second Year Information Systems University Students. *Journal of Information Technology Education. Research*, 14, 219.

AUTHOR INFORMATION

Full name: Thuthukani Dlamini

Institutional affiliation: Mangosuthu University of Technology

Institutional address: 511 Griffith Mxenge Hwy, Umlazi, Durban, 4031

Short biographical sketch: Thuthukani Dlamini holds a M.Ed qualification from the university of Kwa-Zulu Natal. He has taught English at secondary level and currently lecturers Communication science at a University of Technology. His research interest includes Afrocentric and decolonial literary analysis, as well as second language learning. He is a doctoral candidate researching Afrocentric model of literary analysis.