



**The Representation of Poverty and Poverty Alleviation in the Prescribed
Economics Textbooks at a Higher Education Institution: A Critical Discourse
Analysis**

By

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Declaration

I, **Timilehin Timothy OLUNUGA** (Student no: 217076299), declare that:

- (i) The research reported in this thesis, except where otherwise indicated, is my original work.
- (ii) This thesis has not been submitted for any degree or examination at any other university.
- (iii) This thesis does not contain other persons' data, or other information, unless specifically acknowledged as being sourced from other persons.
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- (v) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the research project and in the reference sections.
- (vi) The work described in this thesis was carried out in the School of Education, University of KwaZulu-Natal, under the supervision of Dr Jugathambal Ramdhani (research supervisor).
- (vii) The Ethical Clearance No: HSS/0423/019M was granted prior to undertaking the research.

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As the candidate's Supervisor, I, _____ agree to the submission of this thesis.

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Abstract

This study has been motivated by the necessity for a more complete understanding of how textbook authors project content knowledge, conveys facts and inspire thoughts and attitudes. The Curriculum Assessment Policy Statement (CAPS) reaffirms the textbook as a critical pedagogical tool in the classroom and a leading resource tool for knowledge transmission. Specifically, the aim of this study is to examine how the representations of poverty and poverty alleviation within prescribed Economics textbooks at a higher education institution are represented. The objective was to uncover the ideological meanings hiding beneath the written words and sentences in the prescribed textbooks that reference poverty and poverty. The study is positioned in a critical paradigm using a qualitative methodology and the principles of critical discourse analysis established by Huckin (1997) as an analytical framework. A purposive sampling approach was used to select two prescribed Economics textbooks for this study.

The findings are arranged according to themes that emerged in the course of the study. The themes that emerged are: Rural poverty, Feminization of poverty, Poverty and Race, Poverty and Income Inequality, Disparities within countries and across countries, and Poverty as a valid idea. The findings in this chapter affirm that there are inferred power in the representations and portrayals of poverty and poverty alleviation in Economics textbooks. This research supports the argument that negative connotations or stereotypes are still being used to describe the poor, especially in discourse. The main concern is how poverty and poverty alleviation related knowledge is presented to learners in the classroom. Recommendations are made to encourage future researchers to take cognisance of the words and powers that is being presented in the textbooks and interview authors, teachers, and learners in classrooms to determine their viewpoints on what is written and learned.

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Dedication

I dedicate this thesis to my loving parents, Mr and Mrs Olunuga, my siblings Tomi Olunuga and Temisola Olunuga, and my supervisor, Dr J Ramdhani. Thank you for your motivation, inspiration, and involvement in my life.

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Chapter 1

Introduction and Background to the study

1.1 Introduction and Background

Poverty is amongst the most serious issues confronting humankind today. It is a global challenge that comes with pain and death (Seimenis, 2012). Most people lack necessities including housing, food, electricity, and medicine. For many developing countries, the problem of poverty alleviation has been a major topic of discussion for decades. However, there is still no technical concept of poverty that provides a clear interpretation of its meaning.

Poverty is a contentious issue since the conditions that contribute to poverty vary from one country to the next. The COVID-19 pandemic, according to World Bank estimates, will push an estimated 88 million to 115 million people into extreme poverty, and 150 million by 2021, depending on the degree of economic decline (World Bank, 2020). Economic poverty, defined as living on much less than \$1.90 per day, will affect about 9.1% to 9.4% of the overall population in 2020, according to the biennial Poverty and Shared Prosperity study. This will indicate a reversion to the 9.2% rate seen in 2017, if the pandemic had not spread across the world, the poverty rate would have dropped to 7.9% by 2020 (World Bank, 2020)

While poverty is a problem in developed and developing countries, it is more prevalent in Africa (Adeyemi, Ijaiya and Raheem, 2009). In most developing countries, the absence of essential human necessities like shelter, food, education, and healthcare is seen as the fundamental causes of poverty (Perlo-Freeman and Webber, 2009). These human needs form the basis of the Millennium Development Goal (MDG).

Statistics South Africa (2017) reports that though the poverty levels declined for the period 2006 and 2011, poverty levels increased in 2015. The increase was from 53, 2% in 2011 to 55.5% in 2015. About 55.5% of the populace (30.3 million people) is poor at the national

upper poverty line, with 13.8 million individuals (25%) live in food poverty (World Bank, 2020). The importance of eradicating extreme poverty was emphasized at the World Education Forum in Dakar in April 2000 and commitment to work towards this goal was through education (Alade, 2015). Education can best take care of poverty through its curriculum. No nation has succeeded if it cannot utilize curriculum as methods of educating to reduce extreme poverty. Subsequently, the curriculum can be used and is in fact being utilized to guide the attention of school staff to the issue of development, especially at tertiary level of education (Alade, 2015).

Even though there are scholarly works on poverty, there has been minimal research on how poverty and poverty alleviation is represented in Economics textbooks at higher education institution in South Africa. This study aims to examine how poverty and poverty alleviation is presented for consumption in higher education institution economics textbooks in South Africa. Economics textbooks are a significant pedagogical tool for teaching economics to students in South African higher education institutions. As a result, the purpose of this study is to examine these prescribed textbooks to determine what discourses on poverty and poverty alleviation are presented in them.

1.2 Focus and purpose of the study

The focus and purpose of this study is to examine how the representations of poverty and poverty alleviation within the prescribed Economics textbooks at a higher education institution are represented. The researcher seeks to make a correlation “between the use of language within the text and the exercise of power and hegemony” woven in it, whether unwittingly or as a concealed agenda, contained in words (McGregor, 2003, p. 2). The study aims to conduct an appraisal of the way in which poverty and poverty alleviation is portrayed in the prescribed textbooks in question, again with a view to probing whether that portrayal reflects the outlook and interests of those who occupy a relatively influential social position (Naidoo, 2015). In seeking to achieve these objectives, the study employs the analytical tools provided by Huckin (1997).

1.3 Rationale and Motivation for the study

My personal rationale for this study stems from observation of the economy of my home country (Nigeria). Over 91 million Nigerians now live-in extreme poverty, with three million falling into this between November 2018 and February 2019. According to the Brookings institution in June 2018, Nigeria has surpassed India as the world's poorest country, with 86.9 million people living in extreme poverty. Former British Prime Minister Theresa May acknowledged this, saying Nigeria had become home to the world's largest number of extremely poor citizens, placing the figure at 87 million. Before the Covid-19 pandemic, the number of poor Nigerians was projected to increase to about two million generally because of populace development. However, with the poverty rate expected to rise from 40.1% in 2019 to 42.5% in 2020, the figure would almost certainly rise by seven million (World Bank, 2020). After reflecting on the state of poverty in Nigeria, this has inspired me to study the reality of poverty and especially the discourses surrounding poverty and poverty alleviation in Economics textbooks.

My second reason is based on my professional background. As an Economics educator, upon engaging with several Economics textbooks on the subject of poverty and poverty alleviation, I was academically curious as to the insinuations of the knowledge presented in the textbooks. I was aroused to determine the authenticity of the text and answer several questions which troubled me. Such questions were, "What are the repercussions of the knowledge presented?", "Why does the textbook present poverty the way it is presented?", "How will this knowledge benefit learners in the classroom and outside the classroom?", and "Who do the representations serve?" Hence as a teacher and lecturer, the way I will approach the topic is making it known that there are different world views on the subject and not just one view. I will make it known that textbooks should not serve as the only learning instrument because of their bias and the agenda of whom they serve.

In addition to being an Economics educator, I believe it is important to conduct formal research into poverty and poverty alleviation in Economics to gain a better understanding of the issues that students face in their education and possibly make suggestions that would

make learning and teaching more efficient, productive, and enjoyable for both students and teachers. These suggestions may take the form of better teaching and assessments methods, as well as better-informed curriculum materials that promote more analytical and critical thinking about poverty and poverty alleviation in textbooks.

In this study I intend to focus mainly on Higher education textbooks in Economics, and more specifically, how the world depicted in such textbooks, positions poverty and poverty alleviation for students learning and producing information in their Economics course. This study will give teachers vital information about the realities of poverty and poverty alleviation as depicted in textbooks.

From this point of view, the researcher endeavours to uncover any power relations that may exist within the selected textbooks. Language is made up of deep sociocultural, political, and historical processes; as a result, its existence is ideological, involving force, authority, and control. (Blommaert, 2005). The logic behind textbook analysis is that textbooks are regarded as credible information sources that can be taught in the classroom in line with the criteria of the curriculum. They serve as a strong foundation for children's learning and teacher's teaching, as well as a source of information and knowledge. (Maistry and Pillay, 2014). However, according to (Ferguson, Collison, Power, and Stevenson, 2010) textbooks are not neutral, for example, management accounting textbooks tend to put the owner/shareholder's goals first, ignoring the worldview that supports them. From the above statements, it is important to research into the neutrality of textbooks or lack thereof.

Regarding Economics textbooks, this strong link between textbooks and teaching indicated that the textbook would be the perfect place to begin deciphering my interest in poverty and poverty alleviation. Having searched through search engines such as Google Scholar and EBSCOhost, I have not located any research into higher education Economics textbooks in South Africa yet. This gap was glaringly evident especially regarding representations of poverty and poverty alleviation in these Economics textbooks, hence the need for this study. Therefore, it is my aim to add my voice to the discussion surrounding poverty and poverty alleviation in Economics textbooks.

1.4 Research questions

In examining the representations of poverty and poverty alleviation in Higher education institution Economics textbooks, the following key research questions were addressed in this study:

- What are the representations of poverty and poverty alleviation in Economics textbooks in higher education?
- How are the representations of poverty and poverty alleviation presented in Economics textbooks in higher education?
- Why are the representations of poverty and poverty alleviation in Economics textbooks in higher education presented the way they are?

1.5 Structure of the thesis

The thesis' remaining chapters are organized as follows:

Chapter 2: overview of the literature consulted for this study. The researcher provides a comprehensive review of the literature on poverty and poverty alleviation and the representation of poverty and poverty alleviation in textbooks. Secondly, the researcher discusses the origins and role of textbook research as related to the discourse around poverty and poverty alleviation and, specifically, the portrayal of its representations in school textbooks. The researcher concludes the chapter by identifying the need for the proposed research.

Chapter 3: The researcher then provides a detailed explanation of why qualitative methodology, critical theory, and critical discourse analysis were used in this study. The study utilizes a qualitative methodology and is situated in a critical paradigm based on the concepts of critical discourse analysis defined by Huckin (1997) as an analytical framework. The researcher covers in detail ethical considerations and issues of sampling, trustworthiness, and the limitations of the study.

Chapter 4: The presentation of the findings emerging from the analysis of the two Economics textbooks are discussed in this chapter and are organised based on the tools provided by Huckin (1997). Each tool is used to interpret the findings and invest them with meaning.

Chapter 5: Discussion of the findings is found in this chapter. Each theme is analysed and interpreted by drawing on the literature consulted, the researcher went on to give a detailed discussion of how poverty and poverty alleviation was constructed in these two Economics textbooks.

Chapter 6: Conclusion and recommendations for further research and work are presented in the final chapter.

1.6 Conclusion

Chapter 1 intended to develop an overview of the thesis. The chapter begins with a background of poverty. It was important to reveal the reality of poverty internationally and in South Africa and the serious nature of poverty provided a motivation for the study. The rationale showed the personal, professional, and conceptual motivation for the study and the measure of the study was shown through the research questions that are to be answered.

Chapter 2

Review of Related Literature

2.1 Introduction

In the previous chapter, the context of the study is presented regarding the background and introduction to the study, its purpose, focus and rationale. This chapter provides an account of prior literature on poverty and poverty alleviation globally, also in South Africa. It focuses on the debates and theories of poverty and poverty alleviation and its representation in school textbooks and its influence on education.

In the research process for this chapter, research engines such as Google Scholar, EBSCOhost, and Science Direct along with the university library were invaluable in informing the related issues for this study.

2.2 Poverty and poverty alleviation as a phenomenon

Poverty can be defined and examined in a variety of ways. Poverty may be perceived in a specific or general sense. In a specific sense, it indicates a lack of income (Richmond, 2007). In a general sense, it can be viewed as multifaceted, involving concerns such as housing, health, education, and other outlets of resource access, as well as "social capital" and access to social power ties (Richmond, 2007, p.10).

From the 1900s to the 1960s, the understanding of poverty shifted to economic measures, and poverty was measured in terms of per capita income (GDP) (Vollmer, 2010). The economic indicators utilized shifted the focus of poverty from subsistence to growth in the economy (increasing production of products and services), while disregarding key socio-cultural elements such as schooling, housing, healthcare, and clothing (Maxwell, 1999). People started to challenge the economic concept of poverty in the late 1960s, since the model that explained poverty mainly by economic criteria had social and political flaws. The breakdown of social and political systems led to a rise in violence, inequality, and dependence, as well as growing disparities between individuals, classes, and regions

(Seers, 1969). Poverty was later redefined to focus on the fulfilment of basic needs rather than economic indicators (Seers, 1969).

The most popular “objective” definition of poverty is the federal government's statistical estimate of how much money a family needs to make ends meet each year. (Bradshaw, 2007, p.4). Agunbiade, Olajide, and Bishi (2015) imply that poverty is a multifaceted phenomenon with many components. The complexity and varying components refer to ‘exclusionary and deprivation’ (p.1046) factors responsible for a person being poor. Poverty is one of the world's most pervasive and ongoing social issues, particularly in developing countries. (Deguara, 2008). Developing countries have a higher proportion of poor citizens, with Africa having the highest proportion. The rich-poor divide is shrinking in many countries around the world, but it appears to be expanding in Africa. Gyimah-Brempong (2002) state that “poverty, slow economic growth, and unequal income and wealth distribution are endemic in African countries” (p. 183).

In 2015, 734 million people lived on less than \$1.90 a day, accounting for 10 percent of the world's population. This is a decrease from about 36% of the population, or 1.9 billion people, in 1990. Even before the COVID-19 crisis, progress was decreasing. According to new global poverty statistics for 2017, 52 million people were lifted out of poverty between 2015 and 2017. (World Bank, 2020). This trend, however, would most likely reverse in 2020 because of the COVID-19 crisis and the decline in oil prices. The poor will be disproportionately affected by the COVID-19 crisis, which will result in employment losses, settlement losses, rising costs, and disruptions in services such as education and health care (World Bank, 2020). Because of COVID-19, the World Bank predicts, 40 million to 60 million people will be forced to live in extreme poverty (on less than \$1.90 per day) in 2020, compared to 2019 (depending on the severity of the economic shock). The global extreme poverty rate is predicted to rise by 0.3 to 0.7 percentage points in 2020, to around 9% (World Bank, 2020)

South Africa is no exception to the severity of poverty. South Africa's poverty levels surged in 2015, despite a general decrease in poverty from 2006 to 2011 (Statistics South Africa,

2017). According to Report No. 03-10-06 (Statistics South Africa, 2017), nearly 6.7 million households in South Africa were below the upper bound poverty line (UBPL). There has been an increase in the number of poor households from 5.6 million in 2011. 65,6% of households in rural South Africa were living below the upper-bound poverty line, in the urban areas of South Africa, 29,2% of households were in poverty, which refers to one out of every three households. Due to the Covid-19 pandemic, the estimated percentage of employed adults in South Africa reduced to 40%, while 15 to 30% of job losers plunged into poverty as a result of the COVID-19 pandemic (Jain, Budlender, Zizzamia, & Bassier, 2020)

Female-headed households were seen to be hindered by poverty. Also, the number of households that had no education and were poor was more than 70.0% (Statistics South Africa, 2017). The highest poverty level was recorded in KwaZulu Natal (20.6%) and Gauteng (19.0%) which are the most populated areas in South Africa (Statistics South Africa, 2017). Northern Cape with the lowest population recorded a poverty level of 2.4% (Statistics South Africa, 2017). The food poverty line in South Africa is now R561 per person per month, with the lower-bound poverty line at R810 and the upper-bound poverty line at R1,227 (Statistics South Africa, 2021).

It is also necessary to differentiate between poverty alleviation and eradication at this stage. Poverty reduction (or poverty alleviation) is any procedure aimed at lowering poverty levels in a population, a group of people, or a nation (UNDP, 2002). As previously stated, alleviation seeks to reduce poverty levels or make it tolerable, whereas eradication entails complete elimination (UNDP, 2002). Poverty alleviation is linked to economic organizations like the International Monetary Fund (IMF) and the World Bank. The challenge of such an association is apparent, The International Monetary Fund (IMF), according to Momani (2010), in terms of its policy for solving the issues of the developing countries under its control, it is viewed negatively. Despite its commitment in examining strategies to counter this negative criticism, the IMF has fallen short. (Momani, 2010).

Poverty alleviation is viewed as one of the developing and developed nations' priorities. Progression in accomplishing this objective might be what policymakers, particularly in developing nations, have so urgently required in a long time to accomplish (Mansi, Hysa, Panait, & Voica, (2020). Research into trade policy, institutional reform and management are gaining ground on understanding the main elements in the alleviation of extreme poverty and increasing economic growth (Tomizawa, Zhao, Bassellier, & Ahlstrom, 2020).

Binger (2004) emphasis was on poverty reduction programs in developing countries. The primary goal of Binger's study was to provide the specific measurements for accelerating poverty reduction in LDCs. Unfavourable economic conditions are the root of poverty, according to this study. Governments must expand access to financial services through different economic institutions to reduce poverty rates. The importance of microfinance sectors and greater access to financial resources is highlighted in this study to ensure that their operations are carried out properly. In addition, the growth of the microfinance sector promotes the development of more jobs in the scheme of reducing the likelihood of poverty among unemployed people.

Zhang (2020) notes that while taking an interest in poverty alleviation through education; schools, colleges and universities ought to embrace procedures, for example, deciding exact objectives, and improving the assessment methods to aid poverty alleviation more readily in extreme areas.

Lu, Hu, & Liao (2020) used universities in Fujian Province as a case study, the authors developed a four-dimensional approach to poverty alleviation based on promoting education in higher education institutions regarding alleviation of poverty. This incorporates upgrading the training and assessment methods of universities and colleges; improving the motivation of help; enhancing the linkage among universities and other social powers and streamlining the government's framework for poverty alleviation by promoting education to guarantee the financing policies are implemented consistently.

This thesis focuses on poverty and poverty alleviation, not eradication, and will help fill and bridge the gap by showing how poverty and poverty alleviation is represented in Economics textbooks in higher institutions. Poverty is a topic that is included in the curriculum for Economics at the undergraduate level at the University.

2.3 Debates on poverty and poverty alleviation

The researcher explores the literature on the debates surrounding poverty and poverty alleviation. The review of the relevant literature focuses on the politics of defining and measuring poverty, globalization of poverty and poverty alleviation and social influence within poverty and poverty alleviation.

How poverty is defined is vital as the definition implemented can either increase or decrease the phenomenon (Ramdhani, 2018). Everatt (2003, p. 89), argues that “most poverty experts argue for a detailed definition of poverty as a prerequisite for appropriate policy selection, but ignore the political realm and balancing act it requires.” Padayachee (2006, p. 3) notes that poverty research into “measurement, data, and definition issues should not be allowed to deflect the discourse into narrow, technical cul-de-sacs”. Several recent studies that concentrate on matters like “What is the level/rate of unemployment? How big is the informal economy? Are poverty and inequality getting worse? How large is the social wage? How accurate are the Consumer Price Index (CPI) and growth figures?” which reveals the fixation with data, definitions, and measurement (Padayachee, 2006, p. 3).

In a research in South Africa to investigate a new approach to the conceptualization and assessment of child poverty, Noble, M, Wright, G, and Cluver, L. (2007, p. 40) note that when it comes to defining poverty in developed and developing countries, there is not a clear differentiation between “concepts, meanings, and measurements.” They say “concepts” are the theoretical basis from which “definitions” are created. (p. 40). It distinguishes people who are disadvantaged from those who are not poor by using

“definitions” (p. 40). To assess the degree of poverty, indicators or “measurements” are used.

The political representation of poverty is shown through the policies drawn up by researchers and policymakers. These researchers and policymakers define poverty in line with their objectives of the study and data accessibility and their “political interest” (Kwadzo, 2015, p3). The allying of the definition of poverty to politics seems controversial. The impact of politics on poverty can be seen in the various measurements and meanings that are linked to a broad range of and/or contradictory evaluation results. (Kwadzo, 2015). Kwadzo (2015) notes that even though poverty reduction is a global concern, there are several different concepts and strategies to reducing poverty. Kwadzo (2015) suggests that income be used to determine if an individual or a family is poor. If the income does not permit the individual to have the minimum level of goods that society requires, the said individual is poor.

In Umar, Ndanitsa, Ibrahim, and Tyabo’s (2014) study to examine farmers' capacity-building needs in Niger State, Nigeria, for sustainable poverty alleviation, the political influence within poverty is noted in its alleviation. The study discovered that most of the farmers needed crop and livestock farming expertise. Since agriculture plays an important part in Nigeria and its economy, agriculture was prominently included in programs designed to help farmers alleviate poverty. According to the findings of the study, factors such as age, family size, and cooperative membership are linked to respondents' contributions to livelihood activities.

Among the debates surrounding poverty and poverty alleviation are its linkage to globalization. Globalization is seen as one of the factors that can promote global economic growth because it is expected to strengthen international cooperation and interdependence. Dollar and Kraay (2002) argued that, in turn, one of the most important tools for reducing poverty in developing countries is economic growth. Gill (1995) observed that globalization existed to strengthen the power relations of institutional investors in the global economic system. These institutional investors such as World Bank commercial

banks, central banks, and the International Monetary Fund (IMF) command global trade and financial markets (Gill, 1995). The relationship between poverty and globalization was shown by the argument that the effect of globalization on the poor is through the control of the business sectors in the poor nations by the institutional investors of the wealthier economies. This control by the institutional investors was seen in the dictating of the policies that poor countries ought to embrace. (Gill, 1995). Globalization would not alleviate poverty in developing countries, according to this statement. Poverty remains unregulated in many developing countries, even though the number of people living in extreme poverty has decreased because of globalization. (Ravallion, Chen and Sangraula, 2007). However, Harrison (2005) argues that globalization would not simply solve the poverty issue, indicating that there is a good possibility that it will reduce poverty only if complementary policies such as human capital growth and infrastructure development, as well as macroeconomic stability, are enforced.

The choice of language to portray poverty is often influenced by social factors. Kwadzo, for example, uses the word “Capability poverty” to describe this rhetoric. (2015, p. 412). Capability poverty refers to a failure to improve an individual's capabilities to build on them. Using capability, Kwadzo mean an individual's abilities. Both monetary and non-monetary resources are needed for an individual's capabilities to develop (p. 412). The social manipulation of poverty through language was intended to shift attention away from the underlying issue of poverty by employing diverse terms for relative and objective meanings of poverty.

Finally, literature revealed the representations of various influences within poverty and poverty alleviation such as manipulation of the definition and language. The researcher wants to know if they also feature in the sentences and words on poverty and poverty alleviation in the prescribed economics textbooks at a higher education institution.

2.4 Theories of poverty

Concerning the theories of poverty, the following theories are prominent and are explained and explored below because of their relations to the research topic which is poverty alleviation represented In Economics textbooks at a higher education institution.

2.4.1 Marxian theory of poverty

This poverty-based theory emerges because of the circumstances in which a poor person finds himself. In this way, the poor person is a victim of circumstances brought on by numerous factors, such as the production system. According to Karl Marx, the entrepreneurial efforts of the proprietors of means of production (capitalists) in migrating away from labor-intensive to capital-intensive means of production to enhance productivity and profits, contribute to widespread unemployment (Manjoro, 2017). To improve profitability, capitalists retrench workers due to capital intensive production. Massive unemployment results from layoffs. Retrenched workers may either migrate to urban areas to reengineer themselves or change careers. (Manjoro, 2017).

2.4.2 Cultural theory of poverty

Oscar Lewis (1968) developed this theory, and it is based on Marx's theory of poverty. Poverty, according to this theory, is caused by the transfer of a collection of socially created yet individually held beliefs, values, and skills through generations. Since they are victims of their broken society or culture, individuals are not always to blame (Manjoro, 2017). Philosophies, behaviors, ideals, morals, and beliefs are kept and upheld by many people, and they represent the person's and society's partnership (Bradshaw, 2007).

Bradshaw claims that the “culture of poverty is a subculture of poor people” who share similar values, beliefs, and skills, and the subculture is “separate from but rooted in the culture of the main society” (Bradshaw, 2007, p.14). The theory that uses culture to describe poverty contends that poverty is a continuous cycle wherein reliance on the welfare system is passed down through the generations from parent to offspring (Bradshaw,

2007). The emergence of new behavioural features to cope with the groupings' material deficit arises from the socialization of emerging poor groupings (Manjoro, 2017).

2.4.3 Neo-conservative theory of poverty

According to the theory, poverty is caused by economic factors such as population, pressures, and subsistence. As a result, this poverty is dependent on material wealth, with overpopulation of the poor compounded by poorly controlled capitalistic systems (Manjoro, 2017). Two axioms underpin this theory: to begin with, poverty is caused by a discrepancy between production capacity and demographic patterns in earlier years, resulting in what are known as demographic catastrophes (Manjoro, 2017). Poverty is caused by a geometric mismatch between population growth and arithmetical growth in subsistence means. The mismatch will continue to produce an increasing number of poor people unless it is regulated by positive checks (Manjoro, 2017). War, famine, plague, and suffering are all examples of positive checks that keep overproduction in check. Poverty tends to rise because of these positive checks occurring rarely. Secondly, the marginal production of land, labour, and technology, as well as how these factors influence the availability of food and other resources over time, help in understanding poverty (Manjoro, 2017).

2.4.4 The social democratic theory of poverty

This theory was advanced based on experiences in Britain in the 1920s. Poverty, according to the theory, is a class-based concept that arises from societal class struggles and is not based on means of production (Manjoro, 2017). Piero Sraffa, the proponent of this theory, contended that class struggles went beyond the area of production, and that so restricting poverty explanations to production means, as in Marx's theory of poverty, would reduce the scope required to comprehend poverty (Manjoro, 2017).

2.4.5 The Social Darwinist theory of poverty

Poverty, according to the Social Darwinist viewpoint, is a self-inflicted condition that arises because of social evolution. The superiority or mediocrity of an individual would

inevitably cause the individual to be poor or not (Manjoro, 2017). Poverty is thus a final judgment as well as a purgative via which society purges the unworthy. Natural selection determines poverty patterns in each community, and any man-made effort to change the trend's trajectory wreaks havoc on institutions' natural function (Manjoro, 2017).

Having established all the different theories of poverty and literature on poverty, due to the nature of the study, a search on the literature of textbooks is required because of the contentions around the textbooks in terms of its usage and production. Due to the contentions around textbooks, I am interested in establishing the representations of poverty and (if any) on poverty alleviations in two prescribed Economics textbooks.

2.5 What is a Textbook?

A textbook serves as a tool for learning that is widely utilized in academic institutions such as schools to supplement a curriculum. It defines the subjects and topics and arranges them in such a way that students would be able to stay on top their studies. It also aims to explain how relevant exercises and activities can be organized into classroom courses. As a result, it has become a crucial piece of reading content, arranged for students, and designed especially for their use. Textbooks are a powerful tool for influencing students and professionals (Medema, 2012). Textbooks seek to increase “knowledge, competencies, and values” in accordance with the Revised National Curriculum Statement (DoE, 2003, p. 1).

As important as textbooks are for providing educational resources, questions have been brought up about their neutrality. Textbooks are political and cultural representations, so they are the product of debates and compromises about how and by whom they will be made, what will be included in them, how and who will disseminate them, and how teachers and students will utilize them (Shannon, 2010). The argument is that in the textbook industry, fundamental issues are at risk, and as a result, textbooks do not merit acknowledgement as objective resources for teaching students facts and skills.

According to Prabhu (1987), textbooks are completely comprehensive and pre-constructed resources that provide a degree of uniformity in what happens in different courses with

different teachers and students, which is useful to transparency. Apple (1988) argues also that college textbooks, in both their messages and their production, delivery, and usage, represent the unequal economic and social ties and agendas in the larger community in which they are located. The importance of examining textbooks in order to discover hidden underlying assumptions within the content of poverty and poverty alleviations is essential because textbook content reflects compromises among competing interests.

Since there are limited studies done on poverty in textbooks, by Ramdhani (2018) and Clawson (2000 and 2002), etc., this study will help fill and bridge the gap by showing how poverty and poverty alleviation is represented in Economics textbooks in higher education institutions.

2.5.1 The Origin of Textbook Research

The textbook analysis used to be originally referred to as “textbook revision” when it first originated in the United States (Pratt, 1984) and Europe in the late nineteenth century (Schissler, 1990). Since educationalists recognized how historical images were twisted for nationalistic purposes, textbooks were revised. An effort to “calm down the disputes amongst the mighty in Europe that led to the Great War” encouraged textbook research in Europe (Pingel, 1999, p. 38).

Following WWII, British Prime Minister Clement Attlee organized a UNESCO conference in London in 1949 with the purpose of easing political tensions by establishing a new foundation for cooperation as a political goal (Auerbach, 1965). As a result, UNESCO published a guide for assessing textbooks based on precision, fairness, stability, and world-mindedness (UNESCO, 1949). This trend continued in the Western world into the 1960s, 1970s, and 1980s, with curricula and textbooks promoting a global outlook.

Even though textbook research has resulted in substantial improvements in curriculum and textbooks, According to Hohne (2003), a key issue in textbook research is the lack of suitable references and theoretical underpinnings, and textbooks are referred to as research objects. In answer to this concern, Pingel (1999) published systematic guidelines for

textbook analysts, including detailed techniques and stages that may also be utilized as an analytical tool. The methodologies used, according to Nicholls (2003), do not provide the researcher with the basic analytical abilities required to assess textbooks, even though there are widely recognized technological methods for evaluating, improving, and producing textbooks, as a field of study with status as a separate discipline, no compatible theoretical systems for textbook analysis have been developed. The present study, therefore, aims to contribute to this direction.

2.6 Textbook studies on Poverty and Poverty Alleviation

To examine how poverty and poverty alleviation has been depicted in school-instructional materials, such as textbooks, previous studies must be reviewed.

In a study, to investigate how the construct “poverty” is represented as a taught topic in the Economics curriculum for Further Education and Training, Ramdhani and Maistry (2020) uncover the subtext of curriculum content in five Grade 12 Economics textbooks. Thompson’s legitimization was used as a strategy and the concepts of critical discourse analysis was used in this study. The study illustrates how economic legitimization is used to normalize power and domination, so providing a valid reason for the presence of poverty around the world. The study uncovered how ideological content can be presented as neutral and stressed the necessity for users of school textbooks to be aware of the subtext of what appears to be harmless knowledge.

In a study, to understand how poverty is represented in Economics textbooks, Ramdhani (2018) examined school textbooks used as a teaching tool by Economics teachers in South Africa. The qualitative study is centred in the Critical paradigm and Critical Discourse Analysis was used as the analytical tool. Five economics textbooks used in teaching economics were analysed to examine poverty representation. The study contributed to the critique of how specific allocations of the concept of poverty are specifically, regularly, and practically utilized by people in power to legitimize and approve the current states of

poor people. This study bolsters the contention that negative undertones exist when power is, implemented over others through the portrayal of the poor in texts.

In a study, Maistry and David (2017) examined entrepreneurship discourses presented in chosen EMS textbooks used in post-apartheid South African primary schools. Despite current and historical conditions of inequality and subjugation, a prevalent discourse emerged that individuals in society are accountable for their own economic existence, and entrepreneurship is a realistic means of achieving economic liberation because it usually leads to wealth creation.

Maistry and Pillay (2014) studied Business Studies textbooks available in South African classrooms for teachers and students in the Further Education and Training (FET) band to better understand how gender is depicted in Business Studies textbooks. The qualitative research is grounded in the critical paradigm, with Critical Discourse Analysis as the fundamental analytical framework. A purposive sample of two contemporary Business Studies textbooks was chosen to explore the phenomena of gender representation.

A review of high school textbooks showed similar trends regarding the intersection of race, ethnicity, and class. According to Kearsley (2011, p. 59), “poverty is not pictured among the photographs that surround textual discussions” of the late 1960s urban riots. Kearsley (2011, p. 56) states that photos and images in high school textbooks reveal one of two visual narratives: either the riots are not “in harmony with existing forms of complaint as practiced by the Civil Rights Movement or they were motivated by the [Black Panther Party]”.

In a study, Clawson (2012, p. 8) pointed out that ‘neoliberalism is at the heart of economic policy, with the sole difference between it and conservative politics being a stronger emphasis on social programs for victims of reform and acknowledgment of union rights’, Clawson (2012, p. 8) emphasized that ‘capitalists have a weaponized armory thanks to neoliberalism, which includes subcontracting, privatization, limits on public welfare,

media distortion, public sector starvation, and tax changes that favor the wealthy, among other things’.

In another study, Clawson (2002, p. 352) discovered that economics textbooks reinforced the “race coding of poverty”, like what was found in government textbooks. Clawson claimed that more than 60% of the poor individuals portrayed in textbooks were Black, despite previous research indicating that only 26% of the poor are Black. Whites made up 26% of the textbook, while the poor made up 46%. Clawson (2002) stated that “White faces were associated as the deserving poor” having the most popular social welfare program in the United States, while Blacks were associated with “non-sympathetic portrayals of the poor” (p. 352).

Clawson and Kegler (2000, p. 8) in their study on the “race coding” of poverty in college government textbooks found their research “dismaying that the portrayal of poverty in American government textbooks is nearly as inaccurate and stereotypical as its depiction in mass media sources.” Images in college textbooks may persuade students to believe that Black people make up half of the poor, when in fact they only made up 27% of the poor in 1996. In the textbook, Latinos made up 15% of the poor, but they made up 24% of the poor; when it comes to the truly poor, men make up 38% of the adults in poverty (56%) compared to 44% for females.

While scholars have talked about poverty and entrepreneurship in EMS textbooks, poverty and gender in Business studies textbooks, poverty and race in American government textbooks, poverty and class in textbooks at the university level, there are limited studies conducted on how poverty alleviation is represented in Economics textbooks. This is where my study will hopefully address the gap.

2.6.1 Metaphors as a form of representation of poverty and poverty alleviation

Metaphors, when they appear in discourse arouse or shape the reader’s thinking in a particular way (Ramdhani, 2018). In his article “Where does the money go? Alejo (2010) states that in terms of knowledge representations “there is a crucial difference in the manner

economists and linguists approach metaphor in economics” (p.1137). Economists function on a "theory constructive level," whereas linguists function on a "processing level." (Alejo, 2010, p. 1137). Poverty and metaphors have been analysed in texts. Poverty was associated with disease in Kobia’s (2008) study on metaphors associated with HIV/AIDS discourse. Kobia (2008) states that HIV/AIDS is aided by high levels of poverty. Poverty and the "erosion of values," according to Kobia (2008), are also "blame" causes for HIV/AIDS. These metaphors associated with HIV/AIDS intend to warn the reader of the deadly nature of the disease and by linking poverty, it is seen as a threat. Searches for literature in Google Scholar, Ebscohost, and other research engines revealed there is no study analysing the representation of poverty and poverty alleviation in higher education economics textbooks, therefore my study intends to fill the gap.

2.7 Conclusion

The chapter started with the conceptualization of poverty and poverty alleviation, as well as its definition through previous research on poverty and poverty alleviation globally, and in South Africa. The chapter then proceeded to present the representations and debates surrounding poverty and poverty alleviation such as stakeholders’ (World Bank and IMF) involvement in defining poverty, including the globalization of poverty and poverty alleviation as well as the social influence within it.

The chapter then proceeded to discuss the theoretical underpinnings of poverty. Using the work of Manjoro (2017), the researcher explained the five theories of poverty, then discussed the origins and role of textbook research as related to the discourse around poverty and poverty alleviation and the portrayal of its representations in school textbooks. The researcher concludes the chapter by identifying the need for the proposed research. The following chapter explains the design of this study.

Chapter 3

Methodology

3.1 Introduction

In the literature review of this study, the researcher presented the concepts, debates, and theories related to the representation of poverty and poverty alleviation. Through search on Google Scholar, EBSCOhost and other search engines, it was clear that there was limited study on the representation of poverty and poverty alleviation in textbooks and no research on the analysis of poverty and poverty alleviation in higher education Economics textbooks. A study of the literature showed the need to delve further into the analysis of representation of poverty and poverty alleviation in these textbooks.

In this chapter, in analysing the representations of poverty and poverty alleviation in the textbooks, the researcher focuses on the methodology and methods used in collecting information for this study. This research is qualitative in nature and critical theory is used as a theoretical framework. In the subsequent sections of this chapter motives for this choice of methodology are explained in greater detail. The qualitative research tool used to examine the prescribed textbooks is Critical Discourse Analysis (CDA), which draws on the ideas of Huckin (1997). The main benefit of CDA for this study is that it works by putting core issues (in this case, power and hegemony) into a critical lens through which the researcher examines the text to see if these relations are present.

3.2 Qualitative Research

The rationale for qualitative approach focuses mainly on the "depth or richness of the data," which is used in this study (Stead, 2001, p.128). Qualitative research, according to Strauss and Corbin (1999), is any research that does not generate findings in the form of a numerical output or any other technique of quantification. According to Creswell (2017, p. 4) qualitative research is a method of "exploring and understanding the meaning of

individuals or groups to a social or human problem.” It encourages an understanding of people's perspectives on their own and others' lives. It also aids the researcher in creating a detailed account that paints a vivid image of the experience of the research respondents (Wheeler, 1996).

The research design is centred on a comprehensive critical understanding of a phenomenon which is, how is poverty and poverty alleviation represented in Economics textbooks in higher institutions? Therefore, this kind of research will be carried out to explore a phenomenon to gain a deep critical understanding of the representations in Economics textbooks in higher education institutions. This approach is apt for this study as it explores a detailed critical understanding of the trends of poverty and its alleviation and its representations in prescribed Economics textbooks for a higher education institution.

3.3 Theoretical Framework: Critical Theory

Considering the aims and objectives of this study, the theoretical framework or paradigm chosen to inform the study is critical theory. McGregor (2003) and Rush (2004) voices that CDA (the method of choice for this study) with writers like Adorno (1974), Adorno & Horkheimer (1992), and Habermas (1976), it has its roots in the Frankfurt School of critical thought (1976). According to Iyer (2011, p. 36), a theoretical framework is “paramount so that a study is placed into context and can be put into perspective”. Fuchs (2015) described critical theory as an approach to studying society that examines the political, economy, dominance, exploitation, and ideologies, and based on the belief that dominance is an issue in the society. Critical theory is viewed as a critique of society because it expresses concern about power, dominance, and exploitation.

Critical theory typically addresses issues of power and justice, as well as how race, economy, class, gender, discourse, education, and cultural dynamics interact to construct a social structure (Zou and Trueba, 1998). The researcher uses critical theory to support the present study as it relates to the discourse of poverty and how it is represented in the prescribed Economics textbooks. Critical theory allows the researcher to analyse the

impartiality or power relations prevalent in the representations of poverty and poverty alleviation in prescribed Economics textbooks. (Ramdhani, 2018). It has allowed the researcher to expose and reveal hidden ideological meanings linked to the discourse which may be concealed within the text.

In adopting this approach, the researcher did so in the belief that critical theory is best fitted to unfold deep critical understandings of how dominant individuals utilize various systems of meaning based on the sources of information. This study interrogates, for instance, issues of power and hegemony exuding from a particular cultural domain that are presented in texts in such a way that the powerful forces of a social order build forms of reality that continued to support agendas and interests (McGregor, 2003; Naidoo, 2015; Ramdhani, 2018). According to Naidoo (2015), critical theory is a form of social theory concerned with critiquing and redeeming society holistically, compared to a more traditional theory concerned only to understand or explain it.

Blommaert (2005, p. 2) argued, “the deepest impact of power everywhere is inequality, as power differentiates and selects, includes and excludes”. Focused then on opposing power-relations between individuals and groups within a society and discovering who gains and lose in particular situations (Horkheimer, 2002), critical theory provides a crucial foundation for this study, establishing a perspective from which the researcher will then use texts to describe, interpret, analyze, and critique social life. (Luke, 1997). In essence, the paradigm used for this study is a critical paradigm that asks how we come to comprehend the several configurations of power in society and explores how social change may be brought about to benefit groups that are perceived to have little power and few chances or options (Cohen et al., 2007).

The study takes a qualitative method and is positioned in a critical paradigm based on Huckin's (1997) principles of critical discourse analysis as an analytical framework. In uncovering these discourses within the prescribed textbooks, this study accordingly set about analysing words and sentences that were related to poverty and poverty alleviation using the critical lens of power and hegemony. In pursuing the objectives of this study,

namely, to debunk the presence of power and hegemony deep-seated in the representations of poverty and its alleviations in the prescribed texts, the researcher adopts concepts such as power and hegemony taken from critical theory to unpack the structural conditions and human agency behind the content of the textbooks.

3.4 Tool: Critical Discourse Analysis

The tool employed to inform and answer the critical questions of this qualitative study is the CDA. “Critical Discourse Analysis is a type of discourse analytical research that mainly studies the way social power abuse, dominance, and inequality are enacted, reproduced and resisted by text and talk in the social and political context”. (Van Dijk, 2008, p. 353). It helps us to comprehend, uncover, and potentially changing inequality conditions (Van Dijk, 1993).). CDA aims to take a clear stance and to understand, reveal, and resist inequality in text or language, as well as to resolve social issues.

According to McGregor (2003), CDA aides in deciphering the meaning of spoken and written words to achieve equality, freedom, justice, peace, and hope. Furthermore, the written word can have a hidden meaning, and CDA seeks to demonstrate how uncovering the hidden meaning of the written word can lead to a new and deeper understanding of whose interests are being served (McGregor, 2003). CDA encourages us to think of language as having meaning in historical, social, and political contexts rather than being abstract. Even though we are not conscious of it, our words are politicized because they have the power representing the interests of those with voice. (McGregor, 2003). The ability of dominant discourse to represent situations, difficulties, and events in ways that benefit the elite is one of its qualities, while marginalized discourse is seen as a threat to elite propaganda.

Discourse analysis makes us see the underlying meaning of spoken words. This means that discourse serves the agenda of the elite and predominant groups in the society, so the objective of CDA is to give voice to the oppressed and reveal the hidden truth behind words of those in power and find out what and who their hidden agendas and motives serve.

“Discourse is seen as socially constitutive, socially conditioned and a non-transparent power tool in modern societies and CDA aims to make it transparent” (Jan Blommaert and Chris Bulcaen, 2000, p. 449). CDA is based on abuse of power and dominance over the way discourse is used to influence individuals' views and behaviour in favour of dominant groups and against the interest of others (Van Dijk, 1998).

CDA has been used over time to analyse different topics such as power, ideology, racism, economics discourse, gender, literacy, media, education, and institutional discourse (Jan Blommaert, et al., 2000). According to Van Dijk (2008, p.3) in dealing with “language”, “text” or “discourse” there are several ways to conduct a critical discourse analysis that incorporates paradigms, philosophies, theories, and techniques that may be different in these many approaches. I believe this method of analysis is effective for my study as it permits the critiquing of “words” and “sentences” in the prescribed Economics textbooks to reveal the discursive sources of “power, dominance, inequality, and bias and how these sources are initiated, maintained, reproduced, and transformed within specific social, economic, political, and historical contexts” (Van Dijk, 2008, p.35).

According to Luke (1997), CDA focuses on how written and spoken texts in cultures, classrooms, the media, and the political arena are used to build social relations, identity, information, and power. In this study, in-depth analysis of specific words and sentences of the prescribed Economics textbooks involves the use of CDA techniques (“Topicalisation”; “Omissions”; “Presuppositions”; “Connotations”; and “Tone”) derived from Huckin (1997) and McGregor (2003, p. 12). The selected tools that will be used for analysis are Topicalisation; Presuppositions; Connotation and Tone.

More specifically, the Topicalisation tool is used first, to identify words and sentences within subheadings, capitalized words, blocks, and tables, highlighted words that are related to Poverty and Poverty alleviation, as well as the synonyms neediness, poor, impoverishment, and deprivation. Next, the Presuppositions tool is used in denoting assumptions, conjectures, and opinions concerning Poverty, Poverty alleviation, Neediness, Poor, Impoverishment, Deprivation. Next, the Connotations tool that refers to

metaphors of speech, figures of speech, and undertone is used to unpack Poverty, Poverty alleviation, Neediness, Poor, Impoverishment, Deprivation. Lastly, the Tone tool is used to identify the influential doubt/ assurance/ moods/ contingencies permutations of words and sentences that were related to Poverty, Poverty alleviation, Neediness, Poor, Impoverishment, Deprivation.

3.5 Sampling

Given the fact that I am conducting a qualitative study, rich and significant data is needed. As a result, my sampling is purposeful and based on their “typicality or possession of the particular characteristics being sought” (Mbokazi, 2015, p. 473). When samples are chosen because they have features or traits that will allow extensive study and interpretation of the central questions that the researcher aims to investigate, then purposive sampling method is employed. (Ritchie, Lewis & Elam 2003). The researcher consulted three lecturers and the administrator at the Economics department of the University of KwaZulu-Natal, Westville campus, to find out which textbooks addressed poverty and poverty alleviation. As a result, the textbooks selected for this study are the two of the prescribed textbooks in the Economics department of the University of KwaZulu-Natal, Westville campus. The first textbook is prescribed and used for both Economics 101 and 102, while the second textbook is prescribed and used for the module Economics 370, covering Development Economics.

Table 3-1 Research sample and sample size of the two higher education Economics textbooks

Course	Subject	Title	Book type	Authors	Allocated name
Economics 101 and 102	Economics	Economics: Global and Southern	Textbooks	M Parkin, G Antrobus, P Baur, J Bruce-	Book A

		African perspectives.		Brand, M Kohler, L Neethling, B Rhodes, A Saayman, V Schoer, D Scholtz, K Thompson, J Van der Merwe	
Economics 307	Economics	Economic Development	Textbooks	Michael P Todaro, Stephen C Smith	Book B

These two textbooks were used as the source of the data generated for this study. Each textbook was analysed cover to cover, including the preface, content, and index pages. During the data generation, the researcher used allocated names for each of the prescribed Economics textbooks, as indicated in the last column in Table 3-1

3.6 Reflexivity and Trustworthiness

The researcher within the study considered Rogers' (2004) work that CDA is more aligned with reflexivity and trustworthiness than validity and reliability. This is to find out if "our data, member check with participants and the theory", agrees. If it agrees, it is an "accurate or valid" representation of reality, a process known as "triangulation" (Rogers, 2004, p. 250-251). Nevertheless, triangulation is problematic in CDA which is why trustworthiness is ensured through member checks. The researcher presented the data to other Postgraduate students within the cluster of social sciences (in the field of CDA) in mini cohort for scrutiny (see Appendix D and E). The researcher asked the research supervisor to assess

the analysis and interpretation by giving her an overview of the analysis and text and asking her to critically comment on the findings' adequacy. Reflexivity alludes to the indication that if an individual's values and thought are represented in his/her work, then such values and thoughts tend to be inherently biased. Thus, the emphasis was on the methods, procedure, and external reviewers to draw on to make the research trustworthy.

3.7 Limitations of the study

The main limitation of this study is that the sample size is too small for any attempt of generalization, however these are only prescribed Economics textbooks. Furthermore, given the qualitative nature of this research, the goal is not to generalize, but rather to provide a comprehensive critical knowledge of the phenomenon. Secondly, this study is only concerned with the analysis of 'words' and 'sentences' in the prescribed textbooks.

3.8 Ethical considerations

My study is focused on textbooks that are open to public review rather than actual people who are vulnerable to exploitation. The data's source which is the prescribed textbooks, were easily accessible and already available to the public. However, all ethical guidelines of the University of Kwazulu-Natal for this type of study are followed.

3.9 Conclusions

In this chapter, the researcher unpacks the methodology used for the study. The first discussion explains the justification for the choice to use qualitative research. This chapter provides an insight on the adoption of critical theory and why CDA is the preferred method to analyze the representations of the discourse on poverty and poverty alleviation in sample economics textbooks. The chapter concludes by underlining the issues of reflexivity, trustworthiness, and ethical considerations of the research. The following chapter presents the findings using the steps outlined in this chapter.

CHAPTER FOUR

DATA PRESENTATION

4.1 Introduction

Using the methods indicated in the previous chapter, this chapter presents the data that emerged from the two Economics textbooks that are prescribed at the University of KwaZulu-Natal. Appendix A and B include all the data from the Economics textbooks. This chapter only reflects on examples selected from the full data collected. Thus, data examples are outlined in relation to the tools for sentence and word analysis proposed by the Huckin (1997) model. After the observation of textbooks, what was concerning was the tools, that became the prevalent aspect to investigate. The selected tools that will be used for analysis are Topicalisation; Presuppositions; Connotation and Tone. The next tool ‘Omission’ will be used in my next scholarship.

4.2 Topicalisation

Topicalisation refers to the position or the location of sentence component at the beginning of a sentence that informs the reader the meaning of the sentence and the significance of the sentence (Huckin, 1997). Other bits of information appear as sentence grammatical devices and are capitalized with this tool, in addition to constructing the basic sense of the sentence. Subheadings capitalized terms relating to poverty and poverty alleviation, as well as selected words outlined in chapter three that emphasize its importance and foregrounding, were used to identify this type of positioning in the two textbooks.

Extract B100 (Book B, p. 250)

Rural Poverty

Perhaps the most valid generalizations about the poor are that they are disproportionally located in rural areas, that they are primarily engaged in agriculture and associated activities, that they are more likely to be

women and children than adult males, and that they are often concentrated among minority ethnic groups and indigenous peoples.

In Extract B100, the term “*poor*”, puts focus on the living areas of the poor. Linking the term “poor” to the heading. “**Rural Poverty**” inserts an apparent linguistic signal that the poor can only be found in rural areas and they are associated with agriculture and other related fields. The additional inclusion of the words “*minority ethnic groups*” and “*indigenous people*” could reinforce the apparent validity of the statement as being true and authentic, offering further persuasion for the reader to believe that rural areas are the locations of the poor.

Extract B102 (Book B, p. 255)

Poor Countries *Finally, it should be noted that the poor come from poor countries.*

In Extract B102, the term “*poor*” is topicalized, and the intention here is to highlight the economic state of the countries the poor are from. Linking the term “*poor*” to the in-line heading “**Poor Countries**” provides a clear linguistic signal that what is to follow is seen as legitimate and uncontested. This could make the reader believe that rich countries do not have poor people. This is similar to the extract in Book B (p. 8) we have:

When one is poor, she has no say in public, she feels inferior. She has no food, so there is famine in her house; no clothing, and no progress in her family.

---A poor woman from Uganda

There is the use of topicalisation in the texts. The intention is to highlight the term “poor” to the female gender. Linking the term “poor” to the heading “**a poor woman from Uganda**” seemingly implies that poverty is a problem and concern to the female gender

Extract B126 (Book B, p. 494)

Poverty and the Environment

The poor are usually the main victims of environmental degradation. The poor suffer more from environmental decay because they must often live on degraded lands that are less expensive because the rich avoid them. Moreover, people living in poverty have less political clout to reduce pollution where they live. And living in less productive polluted lands gives the poor less opportunity to work their way out of poverty. But in some cases, they are also its agents, typically as a result of the constraints of their poverty. Too often, again, high fertility is blamed for problems that are attributable to poverty itself.

In Extract B126, the term “*poor*” highlights the environment of the poor. Linking the term “*poor*” to the heading “***Poverty and the Environment***” inserts an intentional or unintentional linguistic signal that the poor are affected by the environment they live in and the environment determines whether they are getting out of poverty or not. The additional inclusion of words like “*degraded lands*” and “*less opportunity*” are problematic and could lead the reader to believe the environment where the poor stay has lost its natural productivity due to human-caused processes and the poor cannot have tangible opportunities to bring them out of poverty while staying in such environments. Using words like “*polluted lands*” could lead the reader to believe the poor stay in environments where there is the deposition of solid and liquid waste materials. This could reinforce the apparent validity of the statement as being true and authentic offering further persuasion for the reader to believe that the environment affects the poor.

4.3 Presupposition

Presupposition can occur at the sentence level as one more linguistic device of word or phrase that can be used to manipulate readers (Huckin, 1997). Readers generally do not challenge the author's assertions, even though the author is taking certain ideas for granted as a means of influencing the reader. (McGregor, 2003). The following examples from the two Economics textbooks show how such presuppositions can be examined.

Extract B74 (Book B, p. 216)

No society can surely be flourishing and happy, of which by far the greater part of the numbers are poor and miserable.

In Extract B74, the term “*poor*” is directly linked to the state of “*flourishing*” and “*happy*”. It is implied that for a society to thrive and be happy, the greater part of the numbers is rich. Also, the text classifies poor and miserable together. The presupposition here is that the poor are miserable and unhappy, and it extends to the society they are in, potentially encouraging the reader to believe that the poor have nothing to be happy about.

Extract A7 (Book A, p. 110)

Utilitarians argued that to achieve ‘the greatest happiness for the greatest number’, income must be transferred from the rich to the poor up to the point of complete equality—to the point at which there are no rich and no poor.

In Extract A7, the term “*poor*” is linked to the context of utility. This linkage again presupposes that the poor need income to achieve great happiness and have complete equality with the rich.

Extract B89 (Book B, p. 248)

Beyond this, there had been considerable concern in policy circles that the public expenditures required for the reduction of poverty would entail a reduction in the rate of growth.

In Extract B89, it is believed that policy implementation in relation to poverty affects growth. This presupposes that, public expenditures are far better use in other areas to increase the growth rate of the economy. This gives the reader the notion that the reduction or alleviation of poverty is not of utmost importance, and it can hinder the growth of the economy.

Extract B100 (Book B, p. 250)

Rural Poverty

Perhaps the most valid generalizations about the poor are that they are disproportionally located in rural areas, that they are primarily engaged in agriculture and associated activities, that they are more likely to be women and children than adult males, and that they are often concentrated among minority ethnic groups and indigenous peoples.

In Extract B100, the sentence contains the term “*poor*” in a statement about rural areas. It also includes the mention of *agriculture, women, children, minority ethnic groups* and *indigenous people*. The first presupposition here is women and children are likely to be poorer and more involved in agricultural activities than adult males. This gives the reader the impression that women cannot be richer than men and there are certain kinds of activities or jobs that a man should not be doing. The second presupposition is that the poor can only be found in rural areas not in urban areas and they are indigenous people and a

part of minority ethnic groups. This gives the reader the notion that the poor cannot be found among the major ethnic groups.

Extract A31 (Book A, p. 412)

The distribution of poverty by race is unequal: a larger proportion of African households live in poverty than white households. Poverty is also influenced by household status. More than 31 percent of households in which the breadwinner is a female with no husband present had incomes below the poverty level. Despite the widening of the income distribution, poverty rates are falling.

In Extract A31, poverty is set in the context of “*race*”, it further said “*a larger proportion*” of Blacks live in poverty than Whites. This presupposes that most of Black race is associated with poverty and this can influence the reader’s mind to believe every Black person is poor. The author further set poverty in the context of “*gender*”, which implies that the female gender is not capable and resourceful enough to provide for their households if they are the breadwinner of the family.

Extract A1 (Book A, p. 48)

Why, Adam Smith asked, are some nations wealthy while others are poor.

In Extract A1, the author’s mention of the question raised by Adam Smith about some nations being wealthy while others are poor implies that there is a standard or line being used to judge and determine which country is poor or not which, puts pressure on countries that have been named poor to stay above the line being used to judge.

Extract A30 (Book A, p. 412)

*Households at the low end of the income distribution are so poor that they are considered to be living in poverty. **Poverty** is a situation in which a household's income is too low to be able to buy the quantities of food, shelter and clothing that are deemed necessary. Poverty is a relative concept. Millions of people living in Africa and Asia survive on incomes of less than R4000 a year. Currently, South Africa does not have an official poverty line.*

In Extract A30, the sentence contains the term “poverty” in a statement about low-income households. In addition, it is said that millions of people live on low incomes in Africa and South Africa is without an official poverty line. The presupposition here is that there is a line or standard used to determine households and countries living in poverty, and if households/countries are below the standard, they are poor. Also, just as in Extract A6 and A31, the reader may be further influenced to internalize the notion that poverty is specific to a particular race and not a global issue.

4.4 Tone

McGregor (2003) described the nature of the text as being constructed by a set of words used to reflect the degree of assurance and guarantee. Huckin (1997) further illustrated the use of tone by concept modality to the tone of the text where the degree of conviction and control are echoed by a statement that transfers words and sentences. When Huckin mentioned tone, he was referring to the context, as evidenced by words or phrases like the “words such as may / might / will / can / must / it seems/ possibly will/, may perhaps/ could/ perchance/ is/ undoubtedly/ definitely/ must or can” (McGregor, 2003, p.8). The next three examples are of text in which the implications of tone are analysed.

Extract A32 (Book A, p. 415)

While the gap between the rich and poor is widening within the countries, it is narrowing across countries.

In Extract A32, the word “*is*” in the context of the poverty gap is used to convey a tone of certainty and heavy-handed authority, thereby potentially discouraging the uncritical mind from questioning the certainty or accuracy of the information presented. This could have created a “don’t challenge me” mechanism that may lead the reader to believe that the poverty gap is narrowing across countries.

Extract A34 (Book A, p. 499)

Slow economic growth or the absence of growth can condemn a nation to devastating poverty.

In Extract A34, the text used the word “*can*” in the context of economic growth to convey a tone of assurance and certainty, thereby discouraging being challenged or questioned. This makes the reader believe the statement without asking questions.

Extract A28 (Book A, p. 352)

People with the biggest health problems are the elderly and the poor, who are least able to afford health care.

In Extract A28, the text mentioned the poor in the context of health. Also, with a tone of authority and certainty, the text says the elderly and the poor have the most serious health issues. Thereby, giving an impression to the reader that the poor have huge health challenges, and the statement cannot be questioned because of its tone.

Extract B40 (Book B, p. 23)

Wealth can enable people to gain greater control over nature and the physical environment (e.g., through the production of food, clothing, and shelter) than they would have if they remained poor.

In Extract B40, the text used the word “*can*” insisting that wealth enables people to have greater control over their immediate environment thereby creating a sense of heavy-handed authority and certainty within the text. This conveyed a degree of authority within the text, causing the reader to believe that only the rich have control over their physical environment and the poor must be on their level (rich) before they can have any control.

4.5 Connotation

Connotations are additional special meanings expressed in specific phrases and words, according to Huckin (1997). “Connotations” stems from the general use in specific contexts of a phrase or term (Huckin, 1997). Similarly, McGregor (2003) understood the use of connotations as implications that are not always found in word search engines such as dictionaries, but often found in the cultural context. They can be linked directly to single worded phrases, through metaphorical constructions and speech figures that can turn the mind of the uncritical reader's perception of words and phrases-focused examples from the two Economics textbooks that raised the issue of connotations.

Extract A20 (Book A, p. 119)

Zimbabweans are suffering and poverty levels have reached epidemic proportions as consumers simply cannot afford the cost of essential food items and services such as health, water, and electricity.

In Extract A20, the term “*poverty*” is linked to the phrase “*epidemic proportions*” potentially providing connotations to the reader’s mind of disease, outbreak, plague. The further link with “*cannot afford the cost of essential food items and services such as health,*

water and electricity” has the added connotation that poverty causes physical harm which eventually leads to death. This may have encouraged the idea that addressing poverty, means treating an illness.

Extract B115 (Book B, p. 398)

Because women carry a disproportionate burden of poverty, any significant improvements in their role and status via education can have an important impact on breaking the vicious circles of poverty and inadequate schooling.

In Extract B115, two significant phrases are linked with poverty: “*carry a disproportionate burden*” suggests that poverty imposes a load of responsibility on an individual; and “*vicious circles*” suggests that poverty acts and reacts upon external factors like education, and the lack of education keeps one in a state of poverty. By inserting these specific connotations in the text, the text may have led the reader to consider that poverty leaves little or no resources with which to make choices and act.

Extract B114 (Book B, p. 383)

But improved health and education help families escape some of the vicious circles of poverty in which they are trapped.

In Extract B114, poverty is metaphorically linked to the phrase “*vicious circles*” and the word “*trapped*”. These connotations may lead the reader to believe that poverty makes the poor feel unhappy, desolate, and imprisoned due to factors working together such as health and education.

Extract B86 (Book B, p. 247)

Chronic poverty is concentrated in India, where the largest numbers are found, and in Africa, where the severity of poverty among the chronically poor is greatest.

In Extract B86, the terms “*poverty*” and “*poor*” are metaphorically linked to the words “*chronic*” and “*chronically*” potentially providing connotations to the reader’s mind of disease and pain that might be passed on to the next generation. This may have given the reader the idea that addressing poverty, means treating a long-term illness or disease.

4.6 Conclusion

This chapter presented the data which was derived from the two Economics textbooks. It uncovered specific meanings hidden within the data (the texts) which was extracted through use of the tools provided by Huckin (1997).

Topicalisation was noted in passages where words and sentences were presented using linguistic forms such as capitalisation. By using this tool, the researcher was able to deconstruct specific meanings around poverty as an issue that affects the physical environment.

Presuppositions are noted in passages where writers could be seen manipulating readers with different words and sentences portrayed in text to think in a particular way. Using this emphasis helped the researcher unpack concepts that represented, for example, poverty as a black culture and feminization of poverty.

The **Connotation** tool helped the researcher to find hidden ideological meanings associated with poverty behind specific linguistic frameworks (figures of speech, metaphors) used in a cultural context. Using this tool, the researcher was able to identify deep meanings, such as the unjustified connections made between “epidemic” and “poverty” when the two terms were used closely (Book A, p. 119).

Assessing **Tone** helped the researcher to unpack certain words that were used to express degrees of certainty and authority. This clearly showed how authors use specific words to convey authority and certainty within text, making the reader unwilling to critique the text presented. The discussion of the meanings obtained by relying on the literature and conceptual framework of this study is explained in the following chapter.

Chapter 5

Discussion of Findings

5.1 Introduction

The data obtained from the Economics textbooks using the tools from Huckin (1997) were presented in chapter 4. These tools are Topicalisation; Presuppositions; Connotation and Tone. This chapter critically discussed the themes that emerged from the data, place the findings in the field of research and the theoretical framework provided in Chapter 2 and Chapter 3 and also connect the findings to the ‘what’ and ‘how’ questions this study addresses:

- What are the representations of poverty and poverty alleviation in Economics textbooks in higher education?
- How are the representations of poverty and poverty alleviation presented in Economics textbooks in higher education?

5.2 Representations of Poverty and Poverty alleviation

5.2.1 Rural poverty

Rural poverty refers to the extreme poverty found in rural areas. People's residences and scattered residences in villages could be referred to as rural areas (Mbabazi, 2015). The isolation of many small communities, the various opportunities and challenges faced in rural economies, and the particular social norms in the area distinguish rural poverty from urban poverty (Blank, 2005).

Rural poverty

Perhaps the most valid generalizations about the poor are that they are disproportionally located in rural areas, that they are primarily engaged in agriculture and associated activities, that they are more likely to be women and

children than adult males, and that they are often concentrated among minority ethnic groups and indigenous peoples. (Book B, p. 250) [Extract B100]

In the above extract, the text seemingly depicts the poor to be unequal because of their geographical location, showing the inequality of rural areas. The text further mentioned that the poor are concentrated within minority ethnic groups and indigenous peoples. This tends to cover up the isolation and challenges of the poor in the reader's mind.

A major trait of rural poverty is its invisibility, due to its relative weakness in research and policy (Commins, 2004). Milbourne (2016) argued that "Poverty remains largely hidden within the physical, political and socio-cultural fabric of rural space" (p. 452). Rural poverty continues to be more obscured due to rural idyll images and a lack of welfare supports (Sherrman, 2006).

The economic development of high-income countries makes rural poverty more hidden (Bertolini, Montanari, & Peragine, 2008). Researchers have attempted to draw more attention to rural poverty's distinctive context and diverse environments over the last decade (Milbourne, 2010). Furthermore, recent research has shown that the poor in rural areas have similar characteristics as those in urban poverty. (Bruce 2007). The poor in rural areas seem not to be different from the poor in urban areas.

5.2.2 Poverty and Race

In the analysis of the two Economics textbooks and the literature used in Chapter 2, one finding was that there is seemingly a representation of poverty and poverty alleviation with a racial bias. Textbook A and Textbook B conceptualized the topic of race and poverty in a similar fashion, associating it most times to the Black race. For example, in Book B, the authors state that:

The distribution of poverty by race is unequal: a larger proportion of African households live in poverty than white households. Poverty is also influenced by household status. More than 31 percent of households in which the breadwinner is a female with no husband present had incomes below the poverty level.

Despite the widening of the income distribution, poverty rates are falling (Book A, p.412) [Extract A31]

The authors can portray poverty as something that affects the Black race more than the White. This conceptualization presents the Black race in a negative light. The exaggerated race and poverty association of the public not only represents and reinforces negative racial prejudices, but it also strengthens White Americans' opposition to welfare (Gilens, 1996). From a representational point of view, poverty is generally associated with black people, reinforcing the stereotype that Black people only (Clawson, 2002) experience poverty.

This aligns with research that shows that when it comes to White Americans, people have more optimistic stereotypes and reactions than when it comes to African Americans. (Wittenbrink, Judd, & Park, 1997). Van Doorn (2012) agreed that these exaggerations are rooted in and simultaneously generative of stereotypes of Blacks as lazy. The laziness stereotype has long been a consistent part of Whites' beliefs about African Americans, during the 18th and 19th century, which aided the guilt of slaveholders and provided arguments justifying the "peculiar institution"(p.5).

The injustice of slavery could only be made palatable by portraying Blacks in the most negative light. Johnson (2000) claimed that poverty is still viewed in the United States as an "ill" that makes people untouchable or out of the norm, as well as a "condition" that overwhelmingly affects African Americans, Hmong, and other people of color. (p.59). According to Shelton and Greene (2012), there is a disparity in perceptions of poverty between Whites and Blacks, as well as between upper and lower-class Blacks.

South Africa, for example, has one of the world's most pronounced ethnic divides because of European colonization and the apartheid rule, which ended in 1994. Nevertheless, the distribution of resources across these races is highly unequal, with Whites having almost eight times the average per capita income and spending as Africans. (Gradin, 2013). This racial divide has profound consequences per population group in terms of poverty and deprivation. (Gradin, 2013).

Similarly, Book B (p.247) [Extract B86] and Book A (p.412) [Extract A30] categorised poverty as not just an issue affecting the Black race, but also people of colour. Book B stated that “*Chronic poverty is concentrated in India, where the largest numbers are found, and in Africa, where the severity of poverty among the chronically poor is greatest.*” (p.247). This is supported by Mishra’s (2015) study which explored skin tone’s influence on social acceptance in India. Her research sheds light on “how skin tone preference is ... deeply attached to the typical Indian psyche” (p. 732) and how “even well-educated Indian females have skin colour in mind when performing daily functions” (p. 748). The study further showed that due to poverty and lack of job opportunities, many rural people (usually dark complexioned and short) move to larger cities, causing discontent among the populace as job opportunities are diminishing for local residents which leads to them being called by derogative slang and sometimes, they are even attacked.

The racial and ethnic disparity in poverty is evident among people of different colours and race. And the Blacks and Non-Whites seem to be more affected by poverty, as Reeves (2018) noted, that Whites have impressive authority and control over numerous sorts of assets and resources, down to community amenities and institutions, for example, nearby government funded schools.

In summary, the two textbooks show the need for them to be analysed to point out how they might seemingly shape the readers’ mind to associate poverty with race.

5.2.3 Feminization of Poverty

The term "feminization of poverty" emerged when women-headed households were discovered to be the fastest growing form of family structure in the United States in the late 1970s (Pearce, 1978). Feminists have often scrutinized the definition and measurement of poverty for being gender blind (Chant, 2003). Buvinic (1997) reports that women are now making up a larger proportion of the world's poor. In Book B, the text selected for inclusion the aspect of poverty as a feminized concept thus in Book B (p. 8) we have:

When one is poor, she has no say in public, she feels inferior. She has no food, so there is famine in her house; no clothing, and no progress in her family.

---A poor woman from Uganda

The text presented the voice of a woman about her experience of poverty. It is crucial to note from the extract, the marginalisation of the poor as voiceless in the society. The poor are made to feel unequal and inferior in the society. It is also important to consider that there is the use of topicalisation in the texts. The intention is to highlight the term “poor” to the female gender. Linking the term “poor” to the heading “**a poor woman from Uganda**” seemingly implies that poverty is a problem and concern to the female gender. This corresponds with the United Nations (UN) Human Development Reports that, poverty has a gender bias (United Nations Development Programme, 1990) with “most of the world’s poor being women” (Scott & Foster, 2008, p. 369). The cost for women in poverty prevents both personal and national economic progress (King & Hill, 1993). Gender focused poverty alleviation strategies positively affect the economic and social position of women (Staudt, 2008). Also significant is how the text in Book B position women, stating how women work mainly in agriculture and related activities and are in rural areas because they are poor.

Perhaps the most valid generalizations about the poor are that they are disproportionately located in rural areas, that they are primarily engaged in agriculture and associated activities, that they are more likely to be women and children than adult males, and that they are often concentrated among minority ethnic groups and indigenous peoples. (Book B, p.250) [Extract B100].

Historically, poor women were depicted in images that aroused dominant social and gendered discourses (Hays, 2004). In South Africa, gender representations of poor women seem to form perceptions of potential solutions to conflicting health and social strategies. (Lemke, 2003). As a result, women, if not gender, have become more prominent in international fora on poverty reduction. The "feminisation of poverty," according to

Wennerholm (2002, p.10), is responsible for not only bringing awareness to the "large number of women living in poverty," but also for emphasizing the impact of macroeconomic policies on women, advocating for women's participation in the development phase, and raising awareness of the existence and fragility of female-headed households.

Also, in Book B, the text included that:

Because women carry a disproportionate burden of poverty, any significant improvements in their role and status via education can have an important impact on breaking the vicious circles of poverty and inadequate schooling.

(Book B, p.398) [Extract B115]

In Extract B115, there is the connotation of powerlessness in women. The text try to portray women being weighed down by poverty and not able to break out of poverty due to their status. Indigenous women experience poverty in developing countries, including educational exclusion (UN Development Programme, 2011). Krishnan, Dunbar, Minnis, Medlin, Gerdtz & Padian (2008) reported that poverty and gender inequities follow a cyclical pattern: the various forms of poverty-insufficient income-constraints on education and labour market access-minimized decision-making autonomy are exacerbated by gender-based norms and values inequity, thereby reinforcing the lower social and economic status of women. Due to the social and economic barriers placed on women, with minimal power in decision making, this has forced women to live in poverty.

5.2.4 Poverty and Income Inequality

The most popular measurement for poverty and inequality has been through income. (Yang, 2017). Poverty and inequality although theoretically separate ideas are strongly linked (Atkinson, 1987), as they encapsulate various aspects of the same phenomenon, i.e., a distribution. Since poverty is primarily concerned with identifying the poor, it concentrates on the lower end of the distribution, inequality considers the entire spectrum of a distribution and summarizing it as a measure showing poverty levels in a community

(Foster, Seth, Lokshin, & Sajaia, 2013). Inequality is definable in different contexts. The most considered dimension, however, is that of income, obviously owing to the consideration of income as a welfare indicator.

Extract A30 (Book A, p.412)

Households at the low end of the income distribution are so poor that they are considered to be living in poverty. Poverty is a situation in which a household's income is too low to be able to buy the quantities of food, shelter and clothing that are deemed necessary. Poverty is a relative concept. Millions of people living in Africa and Asia survive on incomes of less than R4000 a year. Currently, South Africa does not have an official poverty line.

In the extract, poverty is defined relating to income. The text mentioned that households living under the income distribution are considered poor and living in poverty. This apparently implies that there is a line or standard used to determine households and country living in poverty, and if households or countries are below the standard, they are poor.

The definition of a household changes from survey to survey, hence income is usually calculated on a household basis, but a distinctive definition is “one person living alone, or a group of people (not necessarily related) living at the same address who share cooking facilities and share a living room, sitting room or dining area” (ONS, 2016). Income inequality shows how far individuals or households are from the equi- distribution line. Income inequality is wide in least developed countries than in the advanced countries. In addition, there are differences in the economic policies of the respective nations and countries with the highest income inequality, resulting in lower welfare rates among people (Araya, 2014).

In most OECD countries, income inequality has reached historically high levels in the last 30-40 years, and it continues to grow. (OECD, 2015). The main cause of stagnating or even lowering living standards for people in the middle and lower parts of the distribution is

increasing inequality (and particularly higher concentration at the top) (Karagiannaki, 2017). This shows the relationship between income inequality and poverty, and the bigger the income inequality becomes, more people are going to fall under the poverty line.

5.3 Disparities within countries and across countries

In the analysis of the two Economics textbooks, one of the representations of poverty is its disparities within countries and across countries. In Extract A1, the text has a question, “*Why, Adam Smith asked, are some nations wealthy while others are poor?*” (Book A, p.48), The uncertainty in the question, apparently comes from a preconceived notion that some nations are wealthy while other nations are poor. The poor in the extract are referred to as others and not given an identity, which seemingly leads the reader to see the rich countries differently from the poor countries.

Also, in Extract A32 (Book A, p. 415)

While the gap between the rich and poor is widening within the countries, it is narrowing across countries.

According to reports, the poverty gap between rich and poor is expanding within countries while narrowing across borders. This is supported by PovcalNet (2018) that in recent decades, the proportion of the world's population living in extreme poverty (\$1.90 a day in consumption) has decreased significantly from 42 per cent in 1981 to 11 per cent in 2013. This shows that global poverty or poverty across countries seems to be reducing. Economic growth has been one of the most important methods utilized by numerous countries to combat poverty (The World Bank, 2015). Global poverty has substantially reduced because of economic growth. (Kraay, 2016). This aligns with Extract A34 “*Slow economic growth or the absence of growth can condemn a nation to devastating poverty*” (Book A, p.499). Jain and Tendulkar’s (1995) empirical studies have confirmed the correlation of higher economic growth rates (as calculated by real GDP increases) with a decrease in poverty levels. However, according to Fukuda-Parr (2006), poverty alleviation strategies should

not be restricted to economic growth and redistribution alone, but should also incorporate education expansion programs.

5.4 Metaphors and poverty in textbooks

In the two Economics textbooks, the metaphorical depiction of poverty is directly linked to the discourse of its economic implications, as the hidden meanings behind the written words and phrases have repeatedly and substantially emerged. According to Horne (2010, p.57), the Greek word “metaphora” gotten from “meta”, which means “over” and “pherein”, which means “to carry”; the way metaphor works is that “terms literally connected with one object can be transferred to another object” (p.57). Metaphors, when they appear in discourse arouse or influence thought in a specific way. Consistently, they capture the reader’s attention in a manner that plain language fails to do (Ramdhani, 2018). The data for this theme reflects the metaphorical constructions that clearly depicted poverty as a disease as discussed below.

Zimbabweans are suffering and poverty levels have reached epidemic proportions as consumers simply cannot afford the cost of essential food items and services such as health, water, and electricity. (Book A, p.119) [Extract A20]

By linking poverty to the phrase “*epidemic proportion*”, the text in Book A were able to provide a metaphorical construct of poverty as a diseased condition. Sontag (1997) argued that metaphors have powerful negative connotations that lead to victims of disease being isolated and stigmatized. The further link with “*cannot afford the cost of essential food items and services such as health, water and electricity*” has the added connotation that poverty causes physical harm which eventually leads to death. This was in line with Brandt’s (1998) position that “disease cannot be freed of metaphors [because it] is simply too significant, too basic an aspect of human existence to presume that we could respond in fully rational or neutral ways” (p.416). In the text, the researcher considers that the text

is not separating or freeing metaphorical representation from poverty. They equate poverty directly with disease which can cause the reader to naturalize the notion that poverty is a disease and leads to death. According to Brandt (1998), “disease raises questions of dependence, debility, and death; it is literally loaded with affect and social values” (p. 416).

Similarly, in Book B (p.247) [Extract B86], the text stated that “*Chronic poverty is concentrated in India, where the largest numbers are found, and in Africa, where the severity of poverty among the chronically poor is greatest.*” Linking the terms “poverty” and “poor” metaphorically to the words “chronic” and “chronically” potentially provides connotations to the reader’s mind of disease and pain that affects people living in India and Africa. Metaphors associated with diseases intend to warn the reader of the threatening nature of the disease and poverty by association is constructed as a threat (Ramdhani, 2018).

5.5 Poverty as a valid idea

McGregor (2003) linked tone with specific word selection in text (words and sentences) that conveys certainty and authority, prompting the reader to think in a particular way, and in the two textbooks analysed, it is evident that words and sentences directly linked to the discourse of poverty and poverty alleviation were made valid using specific tone.

For example, Book A, (Extract A34, p. 499) states that “*Slow economic growth or the absence of growth can condemn a nation to devastating poverty*”. McGregor (2003, p. 9) reflected that the use of words such as “may, might, will, can, must, it seems,” is used as a linguistic device that further shapes the choice of modal words and verbs that reflect the probability, impossibility or the necessity of something (McGregor, 2003, p. 9). Hence, the text use of the word “can” could be intended to legitimize the statement that a nation would be poor if there is slow growth or no growth because the word conveyed certainty (McGregor, 2003).

Also, in Book B (Extract B40, p.23), the text states that “*Wealth can enable people to gain greater control over nature and the physical environment (e.g., through the production of food, clothing, and shelter) than they would have if they remained poor*”.

The power relations between the rich and the poor is evident. By using specific words within sentences (McGregor, 2003), the text may have created a sense of certainty within the mind of the reader that only the rich have control over their physical environment and the poor must be on their level (rich) before they can have any control. The text may have led the reader to construct legitimate and valid views that the poor are not in control of what they eat, wear and where they live. The theoretical underpinning is appropriate as it exposes the oppression, repression, and marginalisation that go unchallenged within text but reveal power relations and hegemonic relations (McGregor, 2003, p. 4)

5.6 Conclusion

The chapter established a critical discussion of the themes derived from the data in the prescribed textbooks. The findings were linked to the literature and theoretical context drawn from Chapter 2 and 3 respectively and connected to the questions that the study aims to address which are: “What are the representations of poverty and poverty alleviation in Economics textbooks in higher education?”, “How are the representations of poverty and poverty alleviation presented in Economics textbooks in higher education?”. The themes that emerged in the chapter are: Rural poverty, Feminization of poverty, Poverty and Race, Poverty and Income Inequality, Disparities within countries and across countries, and Poverty as a valid idea. The next chapter gives the summary of the study, suggestions and recommendations for future research and also conclusion.

Chapter 6

Conclusion and Recommendations

6.1 Introduction

The findings presented in the previous chapter comes from two Economics textbooks that are prescribed at the University of KwaZulu-Natal. This chapter will summarize the purpose and findings, as well as include a review of the previous chapters, a conclusion, and research suggestions for the future.

6.2 Recapitulation of the purpose and the findings

The aim of this study is to examine how the representations of poverty and poverty alleviation within prescribed Economics textbooks at a higher education institution are represented. Drawing on critical theory and using the concepts of power and hegemony as a critical lens, it became obvious that there is a power and hegemonic relationship formed between the author and the reader, where the author influences the reader to accept the presentation of facts and opinions to support the supremacy of specific social groups thereby reflecting socially constructed versions of reality as normal (Van Dijk, 2008). In relation to this, the data collected verified this claim relating to poverty and poverty alleviation in the two prescribed Economics textbooks.

6.3 Summary of the study

There are six chapters, in this study each chapter has its own unique aim in the overall structure of this research.

Chapter 1: The chapter describes the purpose and scope of the study. The motivation for doing the study under the representations of poverty and poverty alleviation in Economics textbooks is also highlighted which is based on my academic curiosity after engaging with several Economics textbooks about poverty and poverty alleviation, as to the proof and insinuations of the knowledge presented. The researcher was stirred to determine the authenticity of the text and answer several questions that troubled him. Such questions

were, “Why does the textbook present poverty the way it is presented?”, “What are the repercussions of the knowledge presented?”, “How will this knowledge benefit learners in the classroom and outside the classroom?”, and “Who do the representations serve?”

Chapter 2: Outlined the literature that is used in this study. This chapter shows an account of the existing literature on poverty and poverty alleviation, globally, and in South Africa where the study is in. The chapter focuses on the debates and theories as part of the constructions of poverty and poverty alleviation. The chapter then considered the importance of the textbook as a fundamental pedagogical instrument in the classroom. Issues covered in this regard were as follows: the origins of textbook research that contextualized textbooks as the medium through which instruction is given, textbooks as legitimate tools that convey facts as primary sources of knowledge, and the fact that textbooks are never neutral in the delivery of pedagogy. This was followed by more specific consideration of poverty and poverty alleviations as a key feature for textbook research, citing national and international research.

Chapter 3: The method and methodology for conducting the research were presented in this chapter. The qualitative methodology was used to understand the representations of poverty and poverty alleviations in the two Economics textbooks. To achieve this, critical theory and CDA was conducted that based on Huckin's (1997) ideas in order to provide a critical understanding of the written words and sentences under the representations of poverty and poverty alleviation in the Economics textbook. The CDA tools developed by Huckin (1997) were used to analyze texts, they are (Topicalisation; Presuppositions; Connotations; and Tone). It also looked at the theoretical framework of the study. Critical theory provided a framework to contextualize the arguments made concerning the objectives of the study. Finally, sampling, issues of reflexivity and trustworthiness, ethical considerations, and limitations for this study were discussed.

Chapter 4: The findings from the two Economics textbooks were presented in this chapter. The subheadings that are discussed by Huckin (1997) such as Topicalization, Presupposition, Tone, and Connotations are presented to analyse and interpret the data that

is collected from the two Economics textbooks. Topicalisation was noted in passages where words and sentences were presented using linguistic forms such as capitalisation and helped the researcher to deconstruct specific meanings around poverty as an issue that affects the physical environment. Presupposition tool was used to help the researcher unpack concepts that portrayed poverty in a way to manipulate readers, for example, poverty as a black culture. Connotation tool helped the researcher to identify hidden meanings associated with poverty behind specific linguistic frameworks (figures of speech). Lastly, the researcher was able to decipher certain words that were used to express degrees of certainty and authority thanks to Tone.

Chapter 5: The findings are arranged according to themes from the literature review and are drawn from two Economics textbooks. The themes that emerged in the chapter are: Rural poverty, Feminization of poverty, Poverty and Race, Poverty and Income Inequality, Disparities within countries and across countries, and Poverty as a valid idea. The findings in this chapter affirm that there are inferred power in the representations and portrayals of poverty and poverty alleviation in Economics textbooks. In-depth analysis of the discourse of poverty and poverty alleviation in the textbooks revealed the strategic utilization of ideological allegations and legitimization of certain information about the poor (Reyes, 2011). This research supports the argument that negative connotations or stereotypes are still being used to describe the poor, especially in discourse. The depiction of poverty in Economics textbooks can possibly strengthen existing convictions with respect to poor people in society and the world as opposed to challenging prevailing generalizations of poverty.

6.4 Contribution of this study to existing research and Concluding remarks.

The use of CDA as an analytical technique to assess the hidden meanings underlying written words and sentences was critical in this study (McGregor, 2003, p. 7). CDA is significant because it provides a tool for analyzing how text and language in social and political contexts exhibit, reproduce, and oppose power, domination, and inequality (Van Dijk, 1998). CDA was used to understand representations of poverty and poverty

alleviation in the two Economics textbooks. It allowed the researcher to see the material examples of this phenomenon in analysing the prescribed Economics textbooks recommended for higher education institutions. In the representations of poverty and poverty alleviation, this study examined words and sentences that formed the prescribed text and showed how power dynamics and hegemonic order functions and how these are portrayed in the text (McGregor, 2003, p. 17).

It is important to note Apple's (1995) claim that knowledge and values presented in the prescribed textbooks are formed through complicated social, cultural, economic, and political processes. Therefore, lecturers should not rely heavily on the prescribed textbooks if this is the only legitimate source of teaching. Instead, they should choose supplementary reading materials to use in critical dialogues with students in order to uncover hidden perspectives and deeper insights into individuals whose interests are being served. Selection of curriculum materials and readings in schools should be undertaken cautiously and critically to ensure the use of a just pedagogy.

Teachers, subject advisors, policymakers, and learners will all benefit from key ideas provided by this research. Teachers of Economics would benefit from a more broader perspective of the representations of this research and has similarly given some critical ideas to teachers, subject advisors, policymakers and students. They would profit from further exposure to the representation of poverty and poverty alleviation in Economics textbooks. This study proved that economic textbooks are not unbiased sources of information. and depiction of poverty in Economics textbooks can possibly strengthen existing convictions about poor people in the society and the world as opposed to challenging prevailing generalizations of poverty.

6.4 Recommendations for future research

The following recommendations are made by the researcher.

- The study was limited to two Economics textbooks that the University of KwaZulu-Natal prescribed. Future researchers should employ prescribed textbooks within the

commerce department at all levels of education (Accounting, Business Economics, and Economic and Management Sciences) to get better understanding of how power and hegemony is presented in the commerce textbooks.

- Future researchers should take cognisance of the words and powers that is being presented in the textbooks and interview authors, teachers and learners in classrooms to determine their viewpoints on what is written and learned.
- Studies of this nature should move onto utilizing Huckin's (1997) CDA framework, as embraced by McGregor (2003), on more minute levels of analysis such as sentences and phrases to deconstruct more extensive fundamental issues of class, religion and culture which may appear to be irrelevant or excluded, and to reveal the "truth behind the regime", the profound deception, invisibility, and power of the written and spoken words (McGregor, 2003, p.9).

6.5 Conclusion

This chapter aimed to give the recapitulation of the purpose and findings of the study as well as the summary of the study starting from Chapter 1 to 5. The chapter proceeded to spotlight the contribution of the study to existing research and the chapter concluded with the offering of recommendations for future research.

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APPENDIX A: Extractions from BOOK A

Title of Book: Economics: Global and Southern African perspectives.

Authors: M Parkin, G Antrobus, P Baur, J Bruce-Brand, M Kohler, L Neethling, B Rhodes, A Saayman, V Schoer, D Scholtz, K Thompson, J Van der Merwe

Ref	Page	Content
A1	48	Why, Adam Smith asked, are some nations wealthy while others are poor
A7	110	Utilitarians argued that to achieve ‘the greatest happiness for the greatest number’, income must be transferred from the rich to the poor up to the point of complete equality—to the point at which there are no rich and no poor.
A20	119	Zimbabweans are suffering and poverty levels have reached epidemic proportions as consumers simply cannot afford the cost of essential food items and services such as health, water, and electricity.
A28	352	People with the biggest health problems are the elderly and the poor, who are least able to afford health care
A30	412	Households at the low end of the income distribution are so poor that they are considered to be living in poverty. Poverty is a situation in which a household’s income is too low to be able to buy the quantities of food, shelter and clothing that are deemed necessary. Poverty is a relative concept. Millions of people living in Africa and Asia survive on incomes of less than R4000 a year. Currently, South Africa does not have an official poverty line
A31	412	The distribution of poverty by race is unequal: a larger proportion of African households live in poverty than white households. Poverty is also influenced by household status. More than 31

		percent of households in which the breadwinner is a female with no husband present had incomes below the poverty level. Despite the widening of the income distribution, poverty rates are falling.
A32	415	While the gap between the rich and poor <i>is</i> widening within the countries, it <i>is</i> narrowing across countries.
A34	499	Slow economic growth or the absence of growth <i>can</i> condemn a nation to devastating poverty

APPENDIX B: Extraction from Book B

Name of Book: Economic Development

Authors: Michael P Todaro, Stephen C Smith

Ref	Page	Content
B40	23	Wealth can enable people to gain greater control over nature and the physical environment (e.g., through the production of food, clothing, and shelter) than they would have if they remained poor.
B74	216	No society can surely be flourishing and happy, of which by far the greater part of the numbers are poor and miserable
B86	247	Chronic poverty is concentrated in India, where the largest numbers are found, and in Africa, where the severity of poverty among the chronically poor is greatest.
B89	248	Beyond this, there had been considerable concern in policy circles that the public expenditures required for the reduction of poverty would entail a reduction in the rate of growth
B100	250	Rural Poverty Perhaps the most valid generalizations about the poor are that they are disproportionally located in rural areas, that they are primarily engaged in agriculture and associated activities, that they are more likely to be women and children than adult males, and that they are often concentrated among minority ethnic groups and indigenous peoples.
B102	255	Poor Countries Finally, it should be noted that the poor come from poor countries.
B114	383	But improved health and education help families escape some of the vicious circles of poverty in which they are trapped

B115	398	Because women carry a disproportionate burden of poverty, any significant improvements in their role and status via education can have an important impact on breaking the vicious circles of poverty and inadequate schooling
B126	494	<p>Poverty and the Environment</p> <p>The poor are usually the main victims of environmental degradation. The poor suffer more from environmental decay because they must often live on degraded lands that are less expensive because the rich avoid them. Moreover, people living in poverty have less political clout to reduce pollution where they live. And living in less productive polluted lands gives the poor less opportunity to work their way out of poverty. But in some cases, they are also its agents, typically as a result of the constraints of their poverty. Too often, again, high fertility is blamed for problems that are attributable to poverty itself.</p>

APPENDIX C: Ethical Clearance



25 June 2019

Mr Timilehin Olunuga 217076299
School of Education
Edgewood Campus

Dear Mr Olunuga

Protocol reference number: HSS/0423/019M

Project title: The representation of Poverty and Poverty Alleviation in the Prescribed Economics Textbooks at a Higher Education Institution: A critical discourse analysis.

Full Approval – No Risk / Exempt Application

In response to your application received 27 May 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Rosemary Sibanda (Chair)

/px

cc Supervisor: Dr J Ramdhani
cc Academic Leader Research: Dr A Pillay
cc School Administrator: Ms S Jeenarain, Ms M Ngcobo, Ms N Dlamini and Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee
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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX D: Mini Cohort Meeting Invitation

Invitation

Cohort Meeting: via Zoom

Thursday: 3pm -4pm

Date: 22 October 2020

Present

Mr Thandokuhleprice Magwanyana

Ms Taskeen Cassim

Mr Timilehin Olunuga

Ms. Sinenjabulo Shabalala

Supervisors:

Dr J. Ramdhani

Dr M. Mtshali

Agenda

1. Welcome
2. Presentation of Data Collection
3. Comments

Kind Regards

Dr Jugathambal Ramdhani

University of KwaZulu Natal

Collage of Humanities

Social Science Education: Commerce

Tel: 031 2603150



Email: Ramdhanij@ukzn.ac.za

Appendix E: Mini Cohort Meeting Invitation

Cohort meeting: Dear Postgrad student.

Welcome to 2021, academic year. This is our first cohort. You are required to present the work you are currently busy with. Allow for 5 minutes after each presentation for comments.

Thursday: 25 March 2021

Time: 3.00 -4.30

Agenda

3.00 – Welcome: Dr J. Ramdhani

3.10 – 4.30 See table below for name, presentation: order, name and details.

degree	Student Name	Student number and status of registration	Cell and alternate email address	Section for presentation	Please provide details: topic as per your study	Confirm attendance to zoom presentation on Thursday at 3.00 – 4.30
Phd (10min)	thandokuhleprice magwanyana			Ch 4: data presentation: Topicalization		
Phd (10 min)	brishani juggath			Proposal		
Masters	Taskeen Cassim			Draft Paper for publication		
Masters (10min)	TIMILEHIN OLUNUGA			Final chapter of thesis		
Masters (10min)	Sinenjabulo Shabalala			Proposal		
Hons (IRP) (5 min)	Noxolo Sibiya	217045151		Topic for IRP		

“We are all spiritual beings with occasion human tendencies” Deepak Chopra

Kind Regards

Dr Jugathambal Ramdhani

University of KwaZulu Natal

Collage of Humanities

Academic: Social Science Education: Commerce

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To whom it may concern

This is to certify that the Master's Dissertation: An Examination of the Representation of Poverty and Poverty Alleviation in Higher Education Institution's Economic Textbooks written by Timilehin Olunuga has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

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