

Exploring Alignment Between the Lesotho Secondary DS Teachers' Pedagogical Practices and Work Related Skills

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ABSTRACT

This paper explores alignment between Lesotho secondary Development Studies (DS) teachers' pedagogical practices and corporate world skills. The study complementarily employed three research questions in determining approaches teachers employ in DS classrooms, corporate world skills such approaches are intended to promote and availability of necessary resources to support their promotion. Data was generated from six schools using semi-structured interviews and classroom observations. The findings reflected no interface between interviews generated data and observations on teachers' practices. Despite being highly qualified and experienced, DS teachers in Lesotho are inclined to rote learning and therefore fail to deliver appropriate DS pedagogy for attainment of the desired work competencies. The practiced subject pedagogy is inconsistent with its teaching philosophy, the theoretical framework and complementing theory in this study. The findings suggested that there is need to revise teacher training programmes while also introducing continuous professional development (CPD) to change DS teachers' pedagogical practices.

1. Introduction

Development studies (DS) is generally perceived as a multidisciplinary field of study seeking to understand the social, economic, political, technological and cultural aspects of social change particularly in developing countries (Sumner, 2006). Rogers (2004) argues that the increase on emphasis of learning as the engine for social change has led to the inception of DS as the science of social change. As a subject, DS is meant to provide a conceptual framework for understanding some aspects of development. Moreover, it is intended to persuade learners to apply those concepts to their world (Dube and Moffat, 2009). In Lesotho, the subject DS takes center stage in the recent transition from traditional to constructivist approach to teaching and learning. This is because it is part of the practical subjects earmarked to inculcate applied skills among school leavers as a reform process. The subject is designed to give students analytical tools for understanding societal problems and encourages them to participate actively in their community's development efforts aimed at addressing such problems (MoET, 2012). Given the specified subject qualities, it is therefore critical to explore whether or not there is alignment between DS teachers' pedagogical practices and the desired competencies of the

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world of work. This paper reports research findings of a broader study which explored alignment between DS teachers' pedagogical practices and work-related competencies focusing on junior secondary level (Lekhanya, 2020).

2. Background Information to the Study

The introduction of DS in Lesotho came as a result of curriculum reforms intended to achieve the goals of self-reliance through education with production (Raselimo and Mahao, 2015). The authors further claim that due to its practical nature, the subject was deemed to bridge the gap between practical and traditional academic subjects. In addition, the subject was aimed at promoting engagement in practical subjects thus marking a paradigm shift in the entire education system (Muzvidziwa and Seotsanyana, 2002). As depicted in both the JC 2004 and the grade 8 integrated syllabi, DS is geared towards promoting awareness of local, national, regional and international issues (MoET, 2019). According to Dambudzo (2015), DS as a subject is intended to promote education for sustainable development (ESD). Exclusively, the JC syllabus explicates the notion that the country needs a well-educated and trained labour force for an increasingly competitive global environment (MoET, 2019).

The envisaged skills or competencies prescribed by several education policy documents appear to be congruent with the JC DS syllabus end of level objectives. It prescribes competencies learners should demonstrate in order to become certified JC DS products (MoET, 2004). For example, the end of level objective 4.1.1.1 literally reads 'learners should demonstrate skills and attitudes for self-reliance and self-employment'. It is therefore imperative to interrogate whether JC learners possess the necessary competences in line with the cited end of level objective (ILO). Perhaps this may lead to a broader understanding of hindrances underpinning secondary schools' DS teachers' pedagogical practices to deliver world of work competencies in Lesotho.

In doing so, it is critical to establish how pedagogical practices of secondary schools DS teachers in Lesotho impact on the world of work. Also, it is imperative to establish how reforms in her curriculum space stand to justify the compatibility of DS secondary schools graduates for absorption into the job market. The deliberate effort to unravel this situation is solely based on literature prescriptions that education quality should be understood in terms of the quality of its end products, student learning. This in turn depends entirely on the quality of teaching. Both these facets owe their credibility to the quality, relevance and effectiveness of the curriculum (Marope, 2016). This assertion is further affirmed by Billet (2002) stating that work place experiences are increasingly being prized in educational programs for diverse purposes ranging from understanding the world of work, vocational skills development and contextualization of learning from educational institutions, which should be achieved through a relevant curriculum.

Tyler (1949) defines curriculum as all learning of students, which is planned and directed by the school to attain educational goals. Marope (2016) concurs and defines curriculum as the description of the what, why, how and when students should learn. In essence, both definitions state that it is what is learned along with the how part that informs the attainment of skills, their functionality and satisfaction of employers' demands. It has to be acknowledged that even the best quality curriculum cannot be successful if its execution faces internal and external implementation challenges of whatever magnitude.

This paper explores the capacity of DS teachers in Lesotho secondary schools to implement the prescribed subject's educational goals as depicted in curriculum documents to meet the corporate world skills demands or whether there is need to adjust the content and pedagogical

practices. In academic curriculum discourse, this brings into focus curriculum alignment. Curriculum alignment depicts a situation where curriculum components are integrated efficiently to support learning (Biggs, 2002). In an integrated system, all aspects of teaching and learning as well as assessment are tuned to support and ensure that learning goals are achieved. Other scholars present curriculum alignment as the compatibility between a country's centralized curriculum determined by a ministry of education and what teachers do during the teaching process which is intended to equip learners with functional corporate world skills (Furtak, Ruiz-Primo, Shavelson and Yin, 2008).

Issues of curriculum alignment and applicability or practicum have been extensively discussed across the globe. This is because the significance of curriculum alignment debate has attracted attention both in the developed and developing world. For instance, in USA curriculum relevance studies including those by Ball, (2000); Savery & Duffy, (2001); Billet, (2002) and Ammon, (2018) can be cited. In the Netherlands, a study by Wijngaards-de-Meij & Merx, (2018) among others while in North Africa there are studies by Mezieobi et al., (2014); Ite, (2016) and Adjei, (2017). Sub-Saharan Africa studies include those by Leyendecke, (2008); Dube & Moffat, (2009) and Dambudzo, (2015).

3. Statement of the Problem

Given the rise in socio-economic problems and challenges to which unemployment is a major component in Lesotho, it is becoming unclear by day whether education institutions produce graduates with the desired qualities and competences to satisfy the demands of the job market. Also, there are concerns that DS fails to fulfill its envisaged role of bridging the gap between practical and traditional academic subjects as articulated by Raselimo & Mahao (2015). This is due to its unsuccessful trajectory of almost (38) years of introduction into the system with no visible landmarks.

The uncertainty surrounding the subject tends to affect teachers negatively out in the schools. The situation has also affected enrolments in the course at tertiary institutions. Schools have also been seen to phase it out in large numbers replacing it with either Geography or History. In fact, almost all newly established government post-primary schools, prior to the introduction of integrated social sciences curriculum, had chosen either History or Geography in their curriculum but not DS. An attempt by the National University of Lesotho (NUL) to phase out DS from its curriculum in 2012 as documented by (Thebe, 2013) remains key to these developments.

While the intended goal of DS pedagogy is to promote self-reliance as articulated by Raselimo & Mahao (2015) and supported by some policy prescriptions, experience suggests the subject is not achieving its intended goals. The assumption is that perhaps DS teaching in the schools is not consistent with the subject's intended learning outcomes (ILOs). The findings of a recent study also indicate that the DS practical component has been deteriorating significantly in recent years due numerous factors, including use of inappropriate teaching approaches (Leotla, 2018). This paper therefore, seeks to explore alignment between the Lesotho secondary schools DS teachers' pedagogical practices and work-related skills.

3.1. Research Questions

In satisfying the demands of this inquiry, teachers' responses to the following questions may provide necessary insights and lead the researchers into fertile discussions and informed conclusions:

- What pedagogical approaches do teachers employ in DS classrooms?
- What work-related competencies are these approaches intended to promote?
- What teaching and learning resources are available in school to support promotion of work-related competences?

4. Literature Review

4.1. Education and the World of Work

Education literature in Lesotho points to the colonial and post-colonial periods collectively known as the post-independence (Muzvidziwa & Seotsanyana, 2002). Colonial formal education and its application were products of the arrival of missionaries in the country. As far back as 1833 the French Protestant Christian missionaries arrived. These were later followed by the arrival of the Roman Catholic missionaries in the 1860s that would ensure expansion of formal schools. In principle, the authors present Gosh (1973) as having acknowledged the role of missionaries as the forerunners of colonial education system whose key focus was acquisition of literacy and the study of the Bible.

The fact that there was no envisaged attainment of practical or applied skills with the introduction of this mode of education sets context for this inquiry in two ways. First, a rhetorical question to be answered is; was the education introduced appropriate for Lesotho and Basotho? If not, whose interests was it meant to serve? Second, it explains the system's glaring convergences with the currently well established and entrenched traditional pedagogical practices which in their nature underpin divergences with the proposed constructivist DS pedagogical practices.

The post-independence curriculum in Lesotho ensured that Basotho were prepared for administrative positions as interpreters, clerks and messengers, basically the helpers in half teachers and half evangelists as robustly put by (Muzvidziwa & Seotsanyana, 2002). These positions are all subservient in nature and tend to generate armies of job seekers but not artisans with any practical or applied skills or job-creators of sorts. The education meant that Basotho would be less prepared for industrial technical knowhow or any other form of scientific advancement, a sentiment shared by Makoelle (2009) as cited in (Piper, et al., 2009) in the analysis of the need to introduce Outcome Based Education (OBE) in RSA.

4.2. DS Education in Lesotho and the World of Work

The introduction of DS in Lesotho was intended to promote engagement in practical subjects thus marking a paradigm shift in the entire system (Muzvidziwa & Seotsanyana, 2002). The subject is part of the curriculum diversification reform (CDR) initiated by the MOE (1982). This reform initiative was intended to achieve the goals of self-reliance through education with production (Raselimo & Mahao, 2015). Since several studies including (Usulor, 2014) view curriculum implementation as involving the need to translate documents into operation by stakeholders in education, it is in line with their assertions that the study seeks to establish whether the proposed DS curriculum is practiced as envisaged to ensure alignment with competencies of the world of work implied in the phrase 'self-reliance through education with production'.

The philosophy of DS teaching in Lesotho secondary schools should entrench the promotion of education for sustainable development (ESD). This is the education that seeks to change approaches by integrating principles, values and practices in all forms of learning (Dambudzo, 2015). The author further explicates the subject as intended to inculcate problem solving skills,

be ecologically relevant, project based and interactive in nature. Wolver & Scott (1998) as cited in Theisen (2000) also concur claiming that DS would develop learners' critical thinking skills, problem solving, scientific inquiry, discovery or inductive thinking, legal, ethical or jurisprudential reasoning, value inquiry and rational decision making. Attesting to these, Brown (1999) as cited in (Teague, 2000) opines that the goals of the subject are in priori fostering the development of effective citizens. Can they be effective citizens without necessary, relevant and applicable skills?

DS teachers therefore, must encourage students to engage in collaborative learning, use high order thinking skills, construct own knowledge about DS concepts and relate classroom lessons to their own lives and experiences Rice & Wilson (1999) in (Doolittle & Hicks, 2012). However, studies conducted in Lesotho suggest that teachers are often tasked with reforms implementation without proper training Peymas, 2012 in Chere-Masopha et al., (2021). Inadequate training is perceived by Shanker, 2014 in Chere-Masopha et al, (2021) as injurious in that it justifies teachers' classroom practices that mismatch curriculum goals of the reforms. Raselimo and Mahao, (2015) add that inadequate training makes teachers appear unwilling to accept reforms, misinterpret and resist cooperation with relevant authorities in education. Further, Lekhetho, (2021) asserts that teachers attach more value to school leaving examination resulting in their compromising of all other pedagogical activities no matter how essential to learners and future of the subject. This inquiry sets out to establish whether or not in the midst of all these, DS teachers in Lesotho' secondary schools adhere to practical subjects' recommendations in their execution of duties. It also sets out to critically establish reasons for their failure to adhere to the stated recommendations.

Resources for effective implementation of DS curriculum can be categorized into four different levels ranging from human resources, material resources, facilities and environment and intangible resources (Usulor, 2014). This notion is further extended by Akpochofo (2003) as cited in Nwaubani, et al. (2012) when he explains that resources in education encompass persons and things or materials capable of conveying information, values processes, experiences and techniques that are used to actively engage students in teaching and learning activities.

The overall understanding is that effective teaching and learning of any school subject depends on the availability and utilization of diverse human and material resources. The resources are critical in pedagogy as they enable learner participation or engagement as proposed by a number of theories including constructive alignment (CA) (Livingstone, 2014). The inquiry also looks into the availability and utilization of teaching resources by DS teachers in Lesotho secondary schools.

5. Theoretical Framework

By virtue of this study being a curriculum alignment study, Constructive Alignment (CA) is chosen as a suitable lens to study Lesotho secondary DS teachers' classroom practices for that one reason and another being that stipulated by Biggs (1999) from whose works it owes its origin. Biggs (1999) asserts CA symbolizes a fusion of a constructivist understanding of the nature of learning and an aligned design of outcome-based learning and teaching. According to Brandon and Dahl (2008) in affirmation, CA is a theory that encourages educators to teach in ways that enable learners to acquire skills teachers impart through active engagement or participation in classroom activities. The need to study the existence of alignment is further fueled by documented scholarship to the effect that there is an existing enormous gap between the intended and implemented curriculum in DS education in general Udoukpong (1998) as cited in Awhen, et al. (2014).

The basic principle advanced by CA is that knowledge is constructed through social interaction and as such, embraces social interactive approaches to teaching and learning. This theory is imbedded in social constructivism, a learning theory consistent with the ideas of Vygotsky (1978) who views human development as socially situated and therefore depicting knowledge as best constructed through interaction with others. The theoretical notion is further congruent with the intended goals of DS pedagogy as articulated by Muzvidziwa & Seotsanyana (2002) and disputes the subject teachers' proclaimed tendencies to command dominance in classroom proceedings at the expense of their students who need to be in the forefront for meaningful learning to take place.

As outlined in Curriculum and Assessment Policy CAP (2009), DS pedagogy tends to align with collaborative approaches, problem solving and effective functional communication among others. Reaburn & Bookallil (2009) encourage teaching staff to consider rethinking their pedagogical approaches and recognize the need to shift from broadcasting models to those which promote knowledge construction and discovery. In line with these assertions, then there is a strong feeling that DS instruction in Lesotho secondary schools should be guided by pedagogical practices congruent with the practical demands of the world of work in order for its instructional goals to be achieved.

In light of CA's underlying weakness of not making prescriptions of the preferred instructional approaches, an alternative and complementing theory had to be employed in this inquiry. For instance, Miheso (2012) argues that constructivist philosophy does not dictate how one should teach but makes it incumbent upon the teacher to deal with learners as individuals. Critical pedagogy (CP) was roped in as a complementing theory because of its depicted qualities. Illustratively, several authors describe it as the theory that stresses learners' empowerment to think and act critically with the aim of transforming their life conditions. These include Paulo Freire, Wolfgang Klafki, Michale Apple, Peter McLaren, Ira Shor, and Henry Giroux (Kessing-Styles, 2003). This assertion is consistent with those raised in pioneering studies to the introduction of DS in Lesotho secondary schools, in particular a study by Muzvidziwa & Seotsanyana (2002). Lesaoana (2018) clarifies this further indicating that under CP learners assume active and collaborative roles while teachers facilitate and guide pedagogical engagements leading to constructed forms of knowledge.

The leading scholar in CP, Paulo Freire makes a clear distinction between 'problem posing' and 'banking education'. His stance is that good teaching or problem posing underpinned by CP leads to the development of knowledge by students themselves as opposed to the traditional model or banking education viewed as dehumanizing because it encourages passivity in students Joldersman (1999) as cited in (Shavelson & Yin, 2008). The application of this assertion would reinvent the wheel, ensuring a proposed paradigm shift in the system as articulated by Muzvidziwa & Seotsanyana (2002) and reiterated by Raselimo & Mahao (2015) in the education landscape of Lesotho. CP strongly advocates for learner centered approaches to teaching and learning. Sarroub and Quadros (2015) compile its documented strengths as including; strong students' engagement with the curriculum, empowerment through dialogue and involvement in their communities all facets inherent in the proposed DS pedagogy in Lesotho secondary schools.

The suitability of CP as a complementary theory in this inquiry is further highlighted in the assertion by Mahlomaholo & Nkoane (2002) as cited in Piper, et al. (2009) when they posit that in order to bring about radical social change, theory and practice should work together. This utterance is consistent with foregoing notion that CP is deemed to have ability to make learning real for students as it enables them see how their learning can make a difference to the world. The theory has a record of successful application in multiple studies across the globe.

For an example, a study by Ghahremani-Ghajar and Mirhosseini (2005) Iran, indicates that CP is enhanced by allowing teacher and learners to engage in a pedagogical activity instead of having a certain party dominating while rendering the other passive. Shin and Crookes (2005) South Korea, content that real education aims to develop critical thinking by presenting life context problems so that learners perceive, reflect and act on them. So are Piper, et al. (2009) in South Africa and Huang (2011) in Taiwan to mention a few in highlighting its global application record who share similar sentiments.

All these assertions resonate with the expectations of DS education in Lesotho to be conducted such that it develops skills required for the world of work.

6. Methodology

The study adopted a qualitative research approach involving interviews with a total of six teachers drawn from a representative sample of six secondary schools, which were selected through a convenient sampling as described by Gay, et al. (2009). Out of this number of schools, classroom observations were conducted in four schools due the limited available time for fieldwork. A total of four lessons taught by four teachers were observed with field researchers assuming the role of non-participant observer (Gay, et al., 2009).

The table below shows profile of the six participating teachers who were interviewed for the purpose of this study.

Teacher	Gender	School	Qualification	No. of Students	Teaching experience
1	M	Exceller Sec	MA in DS	67	10 years
2	F	Active Sec	Bed	38	4-5 years
3	M	Transitory H.S	Bed	43	10 years
4	M	Achiever H.S	Bed	46	08 years
5	M	Tribute H.S	Bed	57	10 years
6	M	Preference Sec	Bed	58	4-5 years

For ethical reasons, numbers and pseudonyms were used to identify teacher participants and their schools.

Operating within the tradition of qualitative research, this study adopted an explanatory case study method which enables an in-depth exploration of the research phenomenon (Stake, 2000; Yin, 2003) focusing on six secondary schools which were conveniently selected. The qualitative data generated from interviews and the subsequent classroom observations were analyzed according to broader themes derived from the research questions that framed the study, following thematic approach. Braun and Clarke (2006) define thematic approach as the process of identifying patterns or themes within qualitative data. The themes were studied as they emerged while data unfolded with the investigation progressing out in the field.

7. Findings

The findings of this study are discussed under the three categories of themes reflecting key questions that framed the study. Emerging themes are presented sequentially starting with teaching approaches DS teachers use; work related competencies the approaches are intended to promote and the availability of resources for effective teaching of DS in the schools.

7.1. Teaching Approaches

On the question of approaches to teaching DS in secondary classrooms, there were varied responses, with discovery and discussion methods being mentioned by the majority of the respondents, who in their view the methods promote independent learning. For instance, one of the teachers explained as follows: ‘I use discussion and discovery methods because they are participatory in nature and promote independent learning’. For **Teacher 3**, discussion method is preferred for its ability to help learners become aware of what’s happening around them. ‘I use discussion method because it broadens learners’ scope while raising their awareness of circumstances in their surroundings’.

Teacher 4. ‘I normally employ question and answer “discussion”; it is interactive and allows correction of misconceptions’. The outliers to these responses were those of **Teachers 2** and **6** who both indicated they preferred student centered learning without specifying how exactly they conduct their teaching. For instance, ‘...the more learners are happy and activated in the study the better the results for them to face the world of work’ was the response by **Teacher 2**. On a more or less similar manner **Teacher 6** ‘response was that ‘learner centered approaches meant where learners are in the forefront in lesson developments and teacher only facilitating’ without telling as to how exactly he puts this into practice.

While most teachers claimed that they use learner-centered methods such as discovery and discussion during the interviews, analysis of classroom observation data reveals a disjuncture between what they claimed and what they actually did in the classrooms. Teachers remained in the fore front of the class as they presented their lessons. They transmitted information and students received it passively even when there could have been obvious means to let them engage actively with the learning material. Instead, teachers could invite resource persons from the relevant ministry just for a change, take students on field trips to experience things first hand or assign them to consult other relevant professionals outside the teaching environment to collect information (research) on certain content topics. Failure to implement alternatives such as this, to a large extent, suggests that DS teaching in Lesotho secondary schools remains inconsistent with the subject’ proposed constructivist teaching philosophy.

7.2. Work Related Competences

The next key focus was on work related competencies DS teachers’ practices are intended to promote. It was framed on the notion that DS pedagogy is a tool for preparation of effective citizens as articulated by Adeyemi (2006; 2007; 2008). Also, along the continuum of other subject specific attributes as presented by Brown, (1999); Wilson, (1999); Diamond, (2000); Brundiers, Wiek & Redman, (2010) and Dambuzo, (2015), these notions provided the lens upon which teachers’ practices were scrutinized. Their documented interview responses include ‘I intend to promote hands-on skills from which learners can make a living’ as said by **Teacher 1**. This response presents the value of practical projects clearly as a means to keep learners in touch with reality and also promoting the desired competencies of the world of work. More similar responses were gathered from teachers sharing similar sentiments. For instance, ‘That’s what we do, in most cases it could be projects on farming of soil erosion control activities and I think students can easily put to practice what they have learned from activities such as crop production and others’. **Teacher 2**.

This teacher was adamant that project approach to teaching DS has the power to effect change in the learning outcomes as well as the long term benefits to the society in which learners originate. This came out much the same for other teachers whose responses were ‘projects, though not given enough time in the schools, would give learners basic manual work skills’

Teacher 3. ‘projects make them creative and innovative’ **Teacher 4.** and ‘I intend to build cooperative or team work with these projects’ **Teacher 6.**

The interview responses indicate that most teaching happens within the traditional classrooms setting. Traditional classroom setting is typical of teachers standing in front and learners seated in rows and columns facing a teacher’s direction. Even numbers and spaces in these classrooms appeared not to be helping the situation. Research on seating arrangement emerges from communicative approach as reflected in Vygotskian and social learning theories (Jackson, 2000; McGroskey & McVetta, 1978; O’Hare, 1998; Tuan, 2010 as cited in Lofty, 2012). The scholars assert that the kind and amount of communication desired in a classroom is determined by a ‘suitable’ seating arrangement. Baron in Lofty (2012) believes that seating arrangements should be treated as a priority when thinking of a classroom with students’ maximum on-task behaviour. Teachers’ reluctance to employ project based approaches or engaging learners in practical projects is also not helping the situation.

In order to triangulate data generated through interviews with teachers, classroom observations were conducted in four schools comprising three urban based schools and one semi-rural based school. Observations gave a totally different image of proceedings. Teachers’ views on practical DS projects in interviews were that projects were compulsory and had to be carried out every year at JC. However, observations revealed that there were no projects in place with most teachers during data collection stage of this investigation. The majority of them claimed they had not started projects as yet. This response was not very convincing given the time the investigations were conducted.

Another striking observation was that classrooms were too crowded to allow efficient learner engaging activities. Seating arrangements were traditional with teachers in front transmitting knowledge as opposed to facilitating it. There were hardly any spaces to explore in attempting to reach out and assist individual students. Further, classrooms were indeed under resourced with basic but key resources such as text books. This necessitated commotion as students gathered around certain spots to share available copies. This occurrence appeared to be inconsistent with the demands of critical pedagogy, an essential ingredient of effective DS teaching and learning.

7.3. Availability of Teaching and Learning Resources

The question of adequate teaching and learning resources in the schools was yet another critical concern of this inquiry. Teaching resources are delineated as comprising anything supporting the actualization of the instructional processes in an educational encounter (Usulor, 2014). According to Okobia (2012) as cited in Usulor (2014), resources encompass human resources, material resources, facilities and the environment. In line with this assertion, teachers were asked as to whether they have sufficient resources and get to harness the environment in their teaching of DS. The specific questions were:

1. What conventional resources were available and used by teachers in DS classrooms?
2. What opportunities do schools environment provide for effective teaching of DS and how were such places utilized as study areas?

In response to the first question, teachers pointed to lack of resources to facilitate quality learning as another impeding factor to effective teaching and learning of DS. For instance, their schools lacked text books, chat papers, digital equipment such as video recorders, overhead projectors, TV sets and tablets to enable diversity in lesson presentation modes. Schools also had insufficient infrastructure in the form of classrooms, furniture and ICT labs. The situation in their view compelled teaching and learning activities to be confined within the four walls of

the classroom. For instance, **Teachers 1, 2, 3, and 5** indicated that they only conducted business in the classrooms due to limitations in resources at their schools.

On the question of environmental opportunities provided by the schools for effective teaching of DS, most teachers reported not to have any such opportunities. The exceptions were responses from two teachers only. These were; ‘Yes we have some other facility which we explore outside the classroom, that is where garbage is disposed’ **Teacher 4**. This teacher stated that his class takes advantage of the dumping site in order to fulfil the education for sustainable development call in recycling tins and plastic materials. Plastic materials were used for developing thread for weaving sun hats while tins were to be filled with mud or sand and turned into building material in making huts and animal cottages. **Teacher 6**’ response was that ‘there is a small garden outside the library which serves as our alternative place of teaching and learning outside the classroom and no other because limitations in resources do not permit’ The garden was used for vegetable production project activities by JC students according to this teacher. However, there was no sign of project activity on the garden during investigations for this inquiry. The practices above hold glimpses of positive initiative in promoting work related competencies required by DS subject teaching philosophy. Sadly, they were on a minimal application scale compared to the undesired but evident traditional teaching approaches.

The implications of the findings are that DS teachers are far from succeeding in promoting work related competencies in their practices. The majority of the observed teachers employed traditional approach and tended to use textbook method in DS teaching. There were hardly any attempts to employ project approaches deemed to be practically engaging. Instructional practices were more teacher centered than learner engaging and therefore would hardly improve learners’ work related competencies. Even when group work was attempted for students to work collaboratively and later present their findings, a teacher would eventually intervene and take control of the proceedings.

The findings suggest that the teaching of DS in Lesotho’ secondary schools is not consistent with the proposed subject teaching philosophy. DS teaching is exclusively expository in nature since it happens within the four walls of the classrooms and as such, unlikely to yield the required work related competencies the subject is intended to promote. Teachers appear to be reluctant to employ project based approaches in their teaching. They are also not implementing the practical project component of the subject as expected. Apparently, lack of resources to facilitate the subject’s effective pedagogy is also not helping the situation. This view is endorsed by Masakale, et al. (2016) as cited in Lekhetho (2021) who postulate that a critical shortage of facilities and educational resources in Lesotho schools also contributes to poor educational quality.

8. Discussion

When the majority of interview responses suggest application of projects as part of DS teaching, the reality on the ground proved otherwise. Most concrete were the responses by teachers 3 and 5 who both did not hesitate to indicate project work was not given the necessary attention out in the schools; a sentiment shared by Leotla (2018) who found that DS teachers lack the necessary skills to assist in the design and implementation of development projects by students. Lekhetho, (2021) concurs stating that the national curriculum is highly content based, taught as the elitist curriculum inherited from colonial education.

This became evident in that even teachers who claimed to employ project approach did not have ongoing projects to substantiate their claims. This is also much against teachers’ understanding of the significance of projects role in DS teaching demonstrated in their

responses to the assumed role of projects. For instance, responses teachers gave in favour of project approach to DS teaching include; skills obtained from projects could later be turned into professions or traits. Projects are appropriate in preparing learners for self-employment and the notion that projects are applicable in real life.

However, it remains unclear why they were reluctant to implement project oriented approach despite its usefulness being so well articulated. Perhaps, this explains a response by one teacher who pointed out that the reluctance to implement projects is subject to reduced marks on the JC DS project component. Field trips, role plays and projects are therefore highly compromised and more time gets allocated to the delivery of content that carries more weight in external examinations.

Surprisingly, under teaching approaches, none of the teachers mentioned learner-centered teaching approaches such as fieldwork and practical projects deemed appropriate in DS pedagogy. The common omission of project method in teachers' responses is noted despite the fact that it is compulsory in the then Junior Certificate (JC) syllabus (now LGCSE, Grade 8 & 9 syllabi). Project approach is further widely known to be effective in promoting work related competences such as problem solving, critical thinking and collaborative skills among school learners (Dube & Moffat, 2009; Mezieobi, et al. 2014; Dambudzo, 2015).

Analysis of qualitative data on why DS teachers do not use project work points to the negative influence of public examinations on classroom teaching and learning. Some respondents explained that they do not use the approach because student's projects carry a small fraction of total marks in the final examinations. Leotla (2018), in her study **'An Investigation on the Factors Contributing to the Deteriorating Status of Practical Component of DS at Lesotho JC Secondary Schools'** found that the JC DS practical projects component has been deteriorating significantly in recent years due to teachers' reluctance to teach the project because they lack the necessary skills to assist in the design and supervision of development projects by students.

In line with the findings of this study, teachers' pedagogical practices are not supportive for promoting work related competences as envisaged in DS curriculum goals. Teachers do not engage learners in pragmatic activities in an attempt to cover the content loaded syllabus and meet the demands of external examinations. Lekhetho (2021) asserts that the school-leaving examination results remain a vital measure of the country's education quality, particularly primary and lower secondary education levels. In the process, the applied nature of practical subjects gets derailed and compromised.

Moreover, the study has revealed that the teaching and learning of the subject in Lesotho is still traditional and confined to the four-walls of the classroom as part of a highly content based elitist curriculum inherited from colonial education. Raselimo & Thamae (2018) acknowledge that CAP (2009) was developed in response to national concerns on the relevance of curriculum and validity of public examinations. Examinations were viewed as placing less emphasis on practical skills and national context in education.

However, in the midst of all these controversies, there are isolated cases of good examples of effective teaching of DS as illustrated by use of environmental resources which provide opportunities for outdoor learning in a dump site. The mentioning of practical activities in recycling waste tin and plastic materials provides further cases of good practice in DS teaching and learning. Strengthening of hands-on activities such as these, can improve the quality of teaching/learning DS not only in Lesotho, but also in other national contexts where there is high youth unemployment, requiring integration of practical projects into the school curriculum as a strategy for either employability or income generation.

For instance, in Botswana, educational reforms have always revolved around the question of youth employment which remains to a large degree a thorny issue (Dube & Moffat, 2009). DS teachers are seemingly obsessed with teaching for external examinations. For instance, Muzvidziwa & Seotsanyana (2002) indicates that teachers' tendencies to teach for external examinations in Lesotho has resulted in their attitudes favouring academic education rather than the one focusing on practical skills useful in everyday living. As a result, the effectiveness of practical subjects such as DS in equipping learners with appropriate corporate world skills is compromised.

9. Conclusion

Development Studies teachers remain inclined to transmission pedagogy turning students into passive recipients of knowledge. This practice is not only inconsistent with prescriptions of the subject teaching philosophy and the envisaged competencies of the world of work; but it is also inconsistent with constructive alignment CA a theoretical framework underpinning the study and also the complementing theory critical pedagogy CP. CA encourages teachers to teach in ways that enable learners acquire skills through active engagement while CP, a complementing theory, also stresses learners' empowerment to think and act critically. CP advocates for '**problem posing**' as opposed to '**banking education**' inherent in rote learning, which is viewed as dehumanizing because it encourages passivity in learners Freire (1976) in Sparks, (2007).

Teachers claim their inclination to rote learning and failure to teach in ways that enable learners acquire skills through active engagement as due to lack of resources ranging from physical classrooms to modern knowledge disseminating gadgets. Also, it appears the demand for completion of a highly content loaded DS syllabus is the key reason underpinning teachers' deliberate effort to compromise some of the recommended constructivist approaches such as project approach, field trips and others in the process.

Finally, teacher training institutions need to review their teacher training curriculum. For instance, Adjei (2018) indicates that for successful DS education, teachers need to be effectively trained in specialized social studies pedagogy. Future studies could look into the incorporation of technology in DS now Integrated Social Sciences pedagogy as a means to compliment shortage of resources. The other area to look at is whether or not examinations conducted on practical subjects are appropriate for attainment of their desired curriculum goals. In alleviating DS and other practical subjects' pedagogical chaos, the Ministry of Education and Training (MoET) in Lesotho needs to launch continuous professional development (CPD) programmes to equip teachers with appropriate skills to facilitate them.

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