SECONDARY SCHOOL TEACHERS’ PERSPECTIVES OF DEVELOPMENT STUDIES AS A SCHOOL SUBJECT IN SWAZILAND

BY

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DECLARATION

I declare that *Secondary school teachers’ perspectives of Development Studies as a school subject in Swaziland* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.
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SUMMARY

This research project explores the views of secondary school Development Studies teachers on the subject in Swaziland. Development Studies as a school subject, was designed to integrate environmental education into the secondary school curricula in Swaziland. The study followed a qualitative, explorative, descriptive and contextual grounded theory design. Face–to-face individual interviews were carried out where the respondents expressed their thoughts, concerns and feelings about Development Studies as a school subject. Eight Development Studies teachers and one curriculum designer were interviewed. Only one question, followed by relevant probes was presented to the respondents. The question asked was:

**What do you think of Development Studies as a school subject?**

This study followed Tesch’s approach to data analysis. The study revealed that Development Studies teachers in Swaziland were generally not trained in environmental education. Recommendations are made.

**Key terms:**
Secondary school teachers; Development Studies; Environmental education; School subject; Swaziland; Perspectives; Teaching methods; Nature; Barriers; Teacher training
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