

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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