

**ENTREPRENEURSHIP EDUCATION TEACHERS' PRACTICES IN
PREPARING LEARNERS FOR THE WORLD OF WORK: A CASE OF
LESOTHO SECONDARY SCHOOLS**

BY

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DEDICATION

This thesis is dedicated to my late father, Motlalepula Seth Mohlomi, whose efforts nurtured me in such an extent that I have so much achieved in life today. “*Kea leboha mokuena*”, though you could not live long enough to see me completing this exacting task. I am blessed to have had you as a father, I am so grateful about you.

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ABSTRACT

This study examined Entrepreneurship Education teachers' classroom practices in relation to the preparation of learners for the world of work. The study adopted the mixed methods sequential explanatory approach, where data was collected from both quantitative and qualitative ways but consolidated at the discussion stage. Individual interviews and questionnaires were used to collect data. It was then analysed using t-tests, ANOVA and thematic analysis. The findings of this research revealed that scope and nature of Entrepreneurship Education is relevant to the preparation of learners for the job market. This is seen its aims that it equips them with employability skills needed in the labour market. On the other hand, results showed that the teaching methods and strategies that have been adapted by Entrepreneurship Education teachers do not match with its aims. This is because they do not allow learners to take responsibility of their own learning because all activities are done by teachers for their learners.

The results further showed that teachers lack pedagogical content knowledge because they are not able to effectively select the appropriate teaching and strategies to teach Entrepreneurship education. There are other challenges that teachers face in order to prepare learners to acquire the skills needed in the labour market. The standard examinations that are taken by learners are decisive because they only assess the cognitive skills only and they drive the curriculum. The background of learners also becomes an obstacle in that learners who do not pre-requisite knowledge about Entrepreneurship Education. Teacher education also prevent learners to acquire employability skills as teachers themselves are not adequately trained. Thirdly, it was also revealed that not all Entrepreneurship Education teachers received training to teach it and that result in them being incompetent to put the changes in practice for they are not even offered teacher professional development. It was also revealed that Entrepreneurship Education are not able to prepare learners for the world of work because teaching is examination oriented. The fifth point was that they do not get support from the relevant stakeholders. Shortage of teachers in most schools led to

schools hiring unqualified teachers hence they cannot effectively make a change in learners. School administrations also determine the curriculum to be used in their schools and the way it should be taught because most of them want to be recognised as best performing schools. Class organisation and time allocated for teaching Entrepreneurship Education as classes are overcrowded and do not allow teachers to give remedials to learners.

Key terms:

Entrepreneurship Education, teachers' practices, explanatory sequential approach; pedagogical content knowledge; learner-centred methods; teacher-centred methods; descriptive statistics; inferential statistics; self-efficacy, social constructivism.

OPSOMMING

Hierdie studie ondersoek Entrepreneurship Education -onderwysers se klaskamerpraktyke in verband met die voorbereiding van leerders op die werkswêreld. Die studie het die opeenvolgende verduidelikende benadering van gemengde metodes aangeneem, waar data op kwantitatiewe en kwalitatiewe maniere versamel is, maar in die besprekingsfase gekonsolideer is. Individuele onderhoude en vraelyste is gebruik om data in te samel. Dit is daarna geanaliseer met behulp van t-toetse, ANOVA en tematiese analise. Die bevindinge van hierdie navorsing het aan die lig gebring dat die omvang en aard van entrepreneurskapsopvoeding relevant is vir die voorbereiding van leerders op die arbeidsmark. Die doel hiervan is dat dit hulle toerus met vaardighede wat hulle op die arbeidsmark benodig. Aan die ander kant het die resultate getoon dat die onderrigmetodes en -strategieë wat deur onderwysers in entrepreneurskapsopvoeding aangepas is, nie ooreenstem met die doelwitte daarvan nie. Dit is omdat hulle nie toelaat dat leerders verantwoordelikheid neem vir hul eie leer nie, omdat alle aktiwiteite deur onderwysers vir hul leerders gedoen word. Die resultate het verder getoon dat onderwysers 'n gebrek aan kennis van pedagogiese inhoud het omdat hulle nie die toepaslike onderrig en strategieë vir die onderrig van entrepreneurskap effektief kan kies nie. Daar is ander uitdagings waarmee onderwysers te staan kom om leerders voor te berei om die vaardighede wat hulle op die arbeidsmark benodig, aan te leer. Die standaardeksamens wat deur leerders afgelê word, is deurslaggewend omdat hulle slegs die kognitiewe vaardighede beoordeel en die kurrikulum bestuur. Die agtergrond van leerders word ook 'n struikelblok deurdat leerders wat nie kennis oor entrepreneurskapsopvoeding benodig nie. Onderwysersopleiding verhoed ook dat leerders vaardighede in diensbaarheid verwerf, aangesien onderwysers self nie voldoende opgelei is nie. Ten derde is dit ook onthul dat nie alle onderwysers in entrepreneurskapsopleiding opleiding ontvang het om dit te onderrig nie, en dat hulle onbevoeg is om die veranderinge in die praktyk te bring, omdat hulle nie eens professionele ontwikkeling van onderwysers gebied word nie. Dit

is ook onthul dat entrepreneurskapsopvoeding nie leerders kan voorberei op die werkwêreld nie, omdat onderrig eksamengerig is. Die vyfde punt was dat hulle nie ondersteuning van die betrokke belanghebbendes kry nie. Tekort aan onderwysers in die meeste skole het daartoe gelei dat skole ongekwalifiseerde onderwysers aangestel het, daarom kan hulle nie effektief 'n verandering by leerders aanbring nie. Skooladministrasies bepaal ook die leerplan wat in hul skole gebruik moet word en die manier waarop dit onderrig moet word omdat die meeste van hulle erken wil word as skole wat die beste presteer. Klasorganisasie en tyd toegewys vir die onderrig van entrepreneurskapsopvoeding, aangesien klasse oorvol is en onderwysers nie toelaat om remediëring aan leerders te gee nie

Sleutel terme:

Entrepreneurskap Onderwys, onderwysers se praktyke, verduidelikende opeenvolgende benadering; pedagogiese inhoud kennis, leerder-gesentreerde metodes; onderwyser-gesentreerde metodes; beskrywende statistiek; inferential statistiek; self-doeltreffendheid, sosiale konstruktivisme

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LIST OF ACRONYMS AND ABBREVIATIONS

ADF	African Development Fund
ANOVA	Analysis of Variance
ARHD	Africa Region Human Development
B. ED	Bachelor of Education
CAPF	Curriculum and Assessment Policy Framework
CASS	Continuous Assessment
CBL	Central Bank of Lesotho
CK	Content Knowledge
CHE	Council of Higher Education
COSC	Cambridge Overseas School Certificate
DEP	Diploma Education Programmes
EC	European Commission
ECCD	Early Childhood Care Development
ECoL	Examinations Council of Lesotho
EE	Entrepreneurship Education
EI	Education Inspectorate
ESSP	Education Sector Strategic Plan
GDP	Gross Domestic Product
GoL	Government of Lesotho
JC	Junior Certificate
HE	Home Education
HoD	Head of Department
LCE	Lesotho College of Education

LGCSE	Lesotho General Certificate of Secondary Education
LP	Lerotholi Polytechnic
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NGOs	Non-Governmental Organisations
NUL	National University of Lesotho
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge
PS	Permanent Secretary
PSLE	Primary School Leavers Examinations
SCT	Social Cognitive Theory
SMK	Subject Matter Knowledge
SSA	Sub-Saharan Africa
SPSS	Statistical Package for Social Science
SSU	School Supply Unit
TSD	Teaching Service Department
TP	Teaching Practice
UNESCO	United Nations Educational Scientific and Cultural Organisation

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 Introduction

There has been a great concern in many countries, including Lesotho, about the quality of education and particularly about the curriculum which is not relevant to the real life and the needs of the nation as a whole. Many nations have been in the process of reforming their education systems in order to respond to the economic and social demands of the 21st century by integrating or reinforcing Entrepreneurship and the Education objectives among the curricular reforms (European Commission 2012:27). Curriculum reform has been a big issue that requires teachers to change their practices in response to the education requirements. Lesotho has embarked on reviewing both the primary and secondary education curricula in order to make its education system accessible, relevant, efficient and of the best quality (MoET2008:2). Since the year 2000, free education is offered to all the learners at the primary school level while secondary education has been subsidised (Morojele 2017: 37).

To say that education is relevant means that it should enable one to apply knowledge and the acquired skills in solving one's life challenges. The Ministry of Education and Training (MoET) in Lesotho has transformed the teaching and learning as well as the inclusion of the survival skills (MoET, 2008:2). In practice, teachers resist to move from teacher-centred approaches and to apply new teaching approaches (UNESCO 2005:152). They claim that the content is too broad and does not allow the use the learner-centred methods. They are also pressed with time to complete the required content, possibly due to their commitment, readiness and lack of knowledge of the teaching methods that enhance creativity and inculcate employability skills (Yeap, Abdullah & Thien 2019:2). These researchers argue that the learners are often incapable of reaching the required level of comprehension and cognitive skills

development due to excessive use of the teacher-centred approaches which do not encourage the skills development. The teachers' classroom practices are consistently considered as the crucial and critical factors for the improvement of the learning outcomes and quality of education (UNESCO 2005:152). Based on the UNESCO policy, these practices need to be effective for teachers to develop learner creatively, emotionally and socially. Teaching and learning practices are effective if they engage the learners to the extent that they change to observable behaviours that lead to a measurable impact.

1.2 The Researcher's profile

The following brief biography locates the researcher within the research process and at the core of the study as both a teacher and a curriculum developer and, currently, an EE (EE) teacher-trainer. Initially, the researcher was a teacher for EE and a marker for the final examination in this subject. Later, as a Curriculum Developer in the Lesotho Ministry of Education (MoET), the researcher was the chairperson of the Commercial subjects panel which was mandated to carry out the functions such as developing the curricula, sensitising and monitoring teachers on new or revised curricula and all the matters relating to the teaching and learning of the revised curricula. Another responsibility of the researcher was to recommend and initiate the production of suitable textbooks and to advise the Lesotho government on issues relating to teaching and learning. As a teacher-trainer, the researcher is now responsible for the training of EE teachers, introducing to them the learner-centred approaches.

As a marker, the researcher learned that each learner is assigned a project whose marks form a very small portion of the total marks for the whole examination. This is proof that the innovation (EE) is not implemented as planned. The researcher's lived experiences in the teaching of the EE prompted this research study.

1.3 Context of the study

Education is more relevant when it equips the learners with the basic skills, knowledge and attitudes that enable them to face the challenges of unemployment and to fit in the

world of work (Olatunji 2017: 32). This provision gives the right value of education which is capable of developing sound and effective members of a society that is responsible for themselves and their community. During this 21st century, Lesotho's formal education is developed through partnership (providing curricular, facilities, paying and supporting teachers in Lesotho schools) between the Government of Lesotho (GoL) and the Christian Churches to improve the quality of education targeted to teaching and learning conditions and processes in the secondary schools (MoET 2008:5). The aim had been to achieve the goals of education for national development and for economic growth. The Government of Lesotho (GoL) assumes a more direct responsibility by playing a major role of managing, regulating and providing education in all the schools. It implements several reforms in order to make the education system relevant to the needs of the nation. Making education and training are its priority are at the top of its agenda and are imperative for economic development. It engages in various initiatives in fulfillment of these objectives (MoET 2008:5). Education and development of skills are important strategies that Lesotho can use to reduce poverty and to improve its economy.

In 1977, eleven years after independence, Lesotho began to hold public gatherings or National Dialogues in order to lobby the nation's input in designing a curriculum that would respond to the government responsibilities such as reducing unemployment, eradicating poverty and focusing on the needs of the youth (Raselimo & Mahao 2015:1). A conference emanated as an outcome of these gatherings. It acted as a driver towards economic growth and development. It resulted in the establishment of the 1980 Education Sector Questionnaire Task Force, which was mandated with the preparation of an education report that would guide the government in planning an education system which is appropriate to the developmental needs of Lesotho and which promotes the economic and social development of the country (Raselimo & Mahao 2015:1).

This task force presented the Education Sector Questionnaire report which was adopted in 1982 as a national education policy document that would guide the education

transformation processes up to the year 2000. Despite all these efforts, the country is still characterised by many challenges which include, among others, lack of subjects that promote or develop practical skills that would allow the graduates to fit into the employment market, unqualified teachers and a unfair distribution of the qualified teachers to very difficult to reach areas of the country (MoET 2008:5). As a result, MoET revised the Lesotho secondary school curricula to integrate employability or vocational skills training and phased out Bookkeeping and Commerce as it was found irrelevant to the needs of the nation. In support of the stipulation of MoET, Thaanyane (2019:403) indicated that Bookkeeping and Commerce were examination-oriented with no resemblance of the nature of business which develops the learners' entrepreneurial skills. Moreover, Thaanyane (2010:3) concurs with the latter, that EE was introduced to replace Bookkeeping and Commerce (contrary to the British education) which were found to be too academic to prepare the learners for clerical positions within an employment sector rather than becoming businesspeople themselves.

Significantly, the priorities in the Lesotho education sector, as it was indicated earlier, were to make education accessible and of quality, putting the emphasis on out-of-school relevance and on those learners with special needs learning, as well as meeting employment demands through skills (Lesotho Review 2015:1). After analysing these challenges, it took another initiative for the sector to develop a new reform called the Curriculum and Assessment Policy Framework (MoET) in 2008 in order to guide the transformation of both primary and secondary school education. This policy was broken down and the aims of secondary school education were derived. The secondary school education aims at equipping the learners with advanced skills for entrepreneurship, vocational and technology which can prepare learners for the world of work and for furthering their studies (MoET 2008:14). MoET (2008:14) further indicates that the secondary school education emphasised the need to include more practical subjects in the curricular, with the purpose of enhancing the quality of education and preparing the learners for a meaningful life.

Raselimo and Mahao (2015:3) | their study further affirm that education is seen as the main vehicle towards achieving the national aspirations of self-reliance and economic independence. This is why the government adjusted the educational content and practice to be the catalyst in achieving this aim. UNESCO (2010:152) also indicates that education is important if it inculcates in learners the entrepreneurial skills that help them to keep and maintain their environment and to participate in the national and international economic activities. So, it was important for government of Lesotho to regularly review the curriculum and to ensure its relevance, flexibility and affordability of the school curricula, as indicated earlier.

Through the National Curriculum Development Centre (NCDC), a statutory or governmental body, MoET is responsible for designing and developing curricula that achieve the national objectives of self-reliance and economic independence (MoET 2008:3). This body works through the subject panels which comprise the representatives of the teachers from the three regions of the country, the Curriculum Developers (CDs), (from NCDC from which a chairperson is selected), the Educational Inspectorate (EI) at the district level, representatives from teacher training institutions (namely: the National University of Lesotho (NUL) and the Lesotho College of Education (LCE)) and the Examinations Council of Lesotho (ECOL) (World Data of Education 2010:9). This body was established and mandated to facilitate the development of the curricula that respond to the learners' needs and those of the country as a whole.

The role of NCDC, through the subject panel, is also to initiate change in the subjects' curricula, formulate the policy for the implementation of such school curricula, produce and recommend supportive teaching materials suitable for the change. It is also responsible for supporting teachers and generating necessary teaching materials as well as disseminating such curricula and materials to school-teachers. It also ensures that the materials and curricula produced are relevant to the needs of Basotho (MoET 2008:8). In particular, the currency used in EE should be Maloti, the local currency not any other currency which the learners are not familiar with. NCDC finally, conducts the in-service workshops in sensitising teachers on newly introduced or revised curricula.

Finally, it ensures that the implementation of the curriculum is as planned by giving support to the teachers during the implementation phase.

1.4 Lesotho Secondary Education system

Lesotho's secondary education adopted a five-year school system, the first three years (Grades 8, 9 and 10) lead to the attainment of Junior Certificate (JC) and the last two years (11 and 12) lead to the attainment of Lesotho General Certificate of Secondary Education (LGCSE) (MoET 2016:49). This move overhauled the education system with the developments meant to respond to the needs of the nation by aspiring learners to be more competitive in the world of work (world outside school) and to study beyond the borders of their country without any hindrance (MoET 2016:49). This study is undertaken to examine whether the EE (EE) teachers fulfill this aim of secondary school education policy in Lesotho secondary schools by preparing learners for the world of work through the effective teaching methods and strategies that they use.

1.5 Curriculum and Assessment Policy Framework

Several policies, including the Education Sector Strategic Plan 2005 –2015 (MoET) and Lesotho Education Sector Plan 2016 -2026 (MoET), were also developed to improve accessibility, efficiency and equity of education and training at all levels of education in Lesotho. Efforts have also been undertaken to ensure that the school curricula and materials are relevant, are of the appropriate standard and are gender-responsive (Lesotho Education Sector Plan (MoET 2016:26). Recently, the Curriculum and Assessment Policy Framework (MoET) which is an integrated national framework, was developed to respond to and to address the millennium development goals. This is also the quest for the more relevant national curricula (MoET 2008:8). This policy also guides the transforming of teaching and learning as well as the assessment through the review of the entire curricula with the purpose of making it accessible, relevant and of the best quality, as indicated earlier. Among the other aims, the framework is intended to:

- Monitor the quality, relevance and efficiency of both basic and secondary education in Lesotho,

- Align the assessment methods to what has been taught so that a link is established between what is taught, learnt and assessed,
- Address the emerging issues pertaining to the new demands, practices and life challenges of the modern global world (MoET 2008:8).

All the schools and training institutions have to align their curricular aims with those of the Curriculum and Assessment Policy Statement in development of skills that eradicate poverty, reduce unemployment and other economic problems in the country. The policy utilised curriculum aspects and learning areas (developed in the Curriculum and Assessment Policy Framework) which are compared to classify the competencies to be promoted in different contexts from the Lesotho context. Above all aims, the policy further envisages improved pedagogic approaches that increase the quality of education delivery which is one of the objectives of this study (MoET 2016:29). This is the focus of the current study (teaching and learning).

1.6 Description of curriculum for Lesotho schools

As indicated earlier, the Lesotho education system is composed of different levels. This implies that the subjects are now integrated into the learning areas composed of traditional subjects grouped together. The content of the primary school education in Lesotho is no longer organised through traditional school subjects used to achieve curriculum integration, but rather organised in the curriculum aspects and learning areas put together in identifying competencies to be promoted in different contexts (MoET2008:6). The five learning areas identified are: Linguistic and Literary; Numeracy and Mathematical; Personal, Spiritual and Social; Scientific and technological and Creativity and Entrepreneurial areas (Integrated Syllabus for MoET 2013:3). Creativity and Entrepreneurial learning area (the one from which EE belongs to or is derived) promotes understanding, put in practice creative and entrepreneurial concepts, skills and principles in addressing everyday needs as well as attitudes and values with respect to such needs.

These integrated syllabuses address the effective communication (which involves listening, reading, writing and speaking), the awareness of self and others (this involves the learners 'acquisition of skills towards managing emotional and sexual feelings and enjoyment of safety and responsible relationships and respect for others)(MoET2016:29). It also addresses the environmental adaption and sustainable development (involving the development of the learners' knowledge and skills towards sustainable use of the environment for development), health and healthy living and production as well as work-related (entrepreneurial skills that facilitate the creation of employment and alleviation of poverty) competencies(MoET2016:29). The integrated syllabuses are also juxtaposed with the learning areas to indicate the capabilities which the learners are expected to acquire as they go through the different stages or levels of education. These capabilities include the learners' ability to apply knowledge and skills to be acquired and to demonstrate the values and attitudes that address the current and new life situations(MoET 2009:6).

The curriculum offered at secondary schools' level in Lesotho is not informed by the learning areas as is the case at the primary school level. It has core, practical and elective subjects which must add up to a minimum of six and a maximum of eight subjects which are compulsory for every learner at that level (MOET 2008:18). This syllabus aims to:

- provide learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies;
- provide suitable opportunities for environmental exploration to promote socio-economic development; and
- provide a holistic production perspective for well-rounded professional and semi-professional industry.

The secondary school level curriculum prepares the learners for tertiary education, further personality development as well as the world of work (World data 2011:11). Curriculum is guided by the GoL policy (MoET 2016:29) of diversification which ensures that, in addition to the core subjects such as Sesotho, English, Mathematics and

Science, there is a selection of practical subjects. The selection comprises Agriculture, Technical and Vocational subjects, Home Economics (HE) and EE (UNESCO 2011:17).

1.7 Significance and contribution of the study

The main purpose of this study is to make informed conclusions on whether the EE teachers' classroom practices prepare the learners for the world of work (world outside school). This study may inform the principals of schools to charge the subject fees for effective running of the EE project as is the case with any other practical subjects. This would allow all the learners to do mini projects. Even those who come from the poor families would have been catered for by their sponsors as part of the school fees. It is also going to make the neighbouring businessman (stakeholders) to take the responsibility in education in their communities in order to promote the entrepreneurial skills within their communities.

This study may also inform the teachers about the importance of efficacy in relation to their classroom practices which are expected to prepare the learners for the world of work. By starting and managing these mini projects in their various schools, the learners may practise how to reduce poverty in their lives and other people's lives as well as how to gain entrepreneurial skills. This study may also shed light to teachers and the principal teachers that they can allow the learners to take part in the tuck shop as putting theory into practice is encouraged through the use of the learner-centred teaching methods (*c.f.5.3.4*). Therefore, this may assist the learners to lay hands on practical business which requires one to take part in the four processes of business, namely management, evaluation, running and starting a business.

The study may encourage the training institutions to train their own teachers for they know what is necessary in the teaching profession (*c.f.7.2.2.2.*). Teachers are unique and need unique training from other departments as they are the change agents. Lacking pedagogical content knowledge (PCK) means that they cannot transfer what they do not have. This may result in teachers not having the subjects or content knowledge for the learners. The content that they learn from those departments is

irrelevant for the classroom context. The study may also highlight the solution to another challenge, teaching practice. Teachers are assets of the nation and have to be maintained and kept up-to-date. They need support and coordination from different stakeholders including: the inspectorate, curriculum designers, school administration, colleagues and teacher trainers (Chere-Masopha, Tlali, Khalanyane and Sebatane 2021:5). The support that is given should be enough to make these teachers effective. The school inspection does not influence the quality development in teachers' practices. They are argued to be threats to teachers as their relationships are not that good (Aguti 2015:56). In his study, Aguti showed that teachers felt like fleeing when inspectorate comes to school because they make them inferior when evaluating them by being harsh on them and that reduces morale on teachers. They further showed that inspectorate played the superiority role other than guiding and monitoring them. Since inspectors are not teacher trainers, they have to assist the teachers to prepare and present useful lesson plans. Support is also offered by curriculum designers to see whether teachers do implement the planned curriculum and to help them if they are not. Therefore, a regular or on-going teacher professional development to inform the teachers about the latest developments in teaching techniques, the changing subjects or curricular and other trends that are happening continuously in a growing profession.

The suggestion of team-teaching may support the teachers to teach effectively. When they are organised and given more attention, teachers accept each other, feel free and consider each of them (teachers) as colleagues. Practicing team-teaching also encourages reflections on own teaching and may help the teachers to reduce the weaknesses identified (*c.f.5.4.4*). Induction programmes can also provide support that can be given to novice teachers to make them settle in the new jobs and become more confident to find that they also belong to their new and professional family (*c.f.7.2.2.3*). Even the in-service programmes can do better as skills become obsolete as time goes on. Skills need to be updated. The workshops that are offered during the school holidays are better support for teachers and can provide relevant and appropriate teaching. For the learners, this study may contribute immensely to the use of the

entrepreneurship skills for self-reliance (self-employed) in situations where jobs are not available

1.8 Statement of the problem

One of the challenges in secondary school education in Lesotho is that MoET failed for many years to align its education system more closely to job demands. It does not develop the learners or graduates with the skills that are required in both the formal and informal sectors (MoET 2006:5). It also fails to provide vocational skills training programmes parallel to the general education offered in secondary schools to equip the learners with employable skills. Integrating the development of entrepreneurial (employability) skills into teaching may nurture business establishment in the education programmes, thus reducing the number of job seekers and increasing the number of job creators that will go a long way towards eradicating poverty (MoET 2006:5). Lack of entrepreneurial skills that are demanded by the employers in the workplace is a major contributing factor to the problem of unemployment for them. Damane and Sekantsi (2018:16) in their study showed that labour market deficiencies and small private sectors are to blame for these high rates because they do not provide opportunities of work and in some cases offer low wages so much that people run to South Africa for higher wages and opportunities. This situation leads to the conclusion that the education system fails to develop the learners' skills that can provide them with employment opportunities (Adebisi 2016:16). On the other hand, the graduates may have chosen the wrong fields of study in anticipation of well-paid jobs in the formal sector. Hence, the study investigates the EE teachers' effectiveness in preparing learners for the world of work.

This state resulted from ineffectiveness either in the nature of the curriculum and or strategies employed to teach EE. The other challenge may be the teacher trainers who might fail equipping teachers with skills that enable them to prepare learners for the world of work (Chere-Masopha, Tlali, Khalanyane & Sebatane 2021:5). Chere-Masopha et al (2015:5) also showed that teacher trainers lack knowledge because they are never invited to attend workshops on new curriculum reforms in Lesotho (Chere-Masopha et

al 2021:5). Their argument is that even when called for, the discussion is on subject specifics not reforms general. So, this result in failing to address issues relating to reforms during training. The ineffectiveness impedes teachers to ensure that the learners are equipped with the relevant skills, basic knowledge and attitudes that would enable the learners to face the challenges in the world of work (Olatunji 2017: 32). Based on this situation, the labour market is currently incapable of offering sufficient opportunities that cater for all the job seekers, including learners in EE. In the process of reforming school curricular in order to meet the market labour demands, more must be done to prepare the learners for the future as they are still forced to memorise the facts and figures from the overloaded curricular with outdated contents (Rubin 2015:1).

Learning does not only depend on the knowledge imparted during the class; rather, it takes place even through the development of attitudes and skills that are demanded in the labour market (Getie 2020:2). As a teacher, curriculum developer and teacher educator in EE, the researcher concludes that the awareness of entrepreneurship among the learners is misplaced. The researcher has observed that many graduated learners have been plagued by not being able to get jobs in the public and private sectors because they are found insufficiently skilled to meet the demands of the workplace. This inability is associated with the quality of education they receive, which is lacking the required skills that meet the demands of labour markets. The major problem observed is the use of ineffective methods which are more of theoretical practical. The materials used are found to be outdated and irrelevant to the teaching in the present era and sometimes not available. Many learners are observed to leave school without any skills and the knowledge required for career opportunities, to function as informed, productive consumers and citizens. This is because sound content and instruction are compromised in some schools when instruction on EE or concepts is given by teachers who do not even have adequate business knowledge through EE degree (Lopez 2008:31). These are teachers who seem not to be business-oriented and who cannot influence such attitudes in the learners.

This is what is missing from the Lesotho secondary school learners when they leave school. Learning how to set up a business does not seem to be a priority, according to Caliendo, Fossen and Kritikos (2014:790), as it delays self-employment because of lack of knowledge. Therefore, Caliendo et al (2014: 790) conclude that business skills alone are insufficient to turn a graduate into an entrepreneur. This brings one to assume that EE prepares the learners for the world of work while because it equips them with skills of establishing business and creating jobs for others. Hence, most young school leavers in Lesotho fail to find formal employment in an environment where jobs are scarce because in large parts of Africa the formal economy is weak. From experience, there are still high rates of unemployment and poverty despite the initiatives of MoET to eradicate unemployment and poverty in the society through the introduction of curricula relevant to the demands of the labour market.

Building on the researcher's experience, there are many learners who drop out of school before even sitting for the Junior Certificate Examinations in Lesotho. Their parents cannot afford to pay the school fees. The learners do not apply the skills of self-reliance hoped to have been acquired while in school. The dropouts are sometimes tempted and involved in some illegal crimes such as theft, hijacking and rape as indicated earlier (CBL 2012:3). This implies that there was no transformation with regard to entrepreneurial skills acquisition. This new curriculum should transform the skills learned and their application in the society or world of work.

On the other hand, teachers can be assumed not to have received adequate training to teach EE effectively enough to enter the industrial world (*c.f.*3.5.6). When this does not happen, questions are asked about the effectiveness of either teachers' classroom practices or teacher-training programmes. Teachers should not only be concerned with equipping the learners with certain skills that would enable them to find jobs but should also teach them transferrable skills such as creativity so that they may develop themselves holistically into better persons in future (MoET2008:1). Since EE teachers have real world experiences and regular contact with the local employers, they are perfect in their position to transfer knowledge of these skills to the learners and help

them to be competent and to succeed. Hence, the integration of the entrepreneurship into the curriculum needs can be done perfectly by the teachers who are knowledgeable and skilled (Obiete, Nwazor & Ifeoma 2015:170).

The interpretation of a good learner or a high performing learner places the emphasis on paper qualification. This may be the reason for the mismatch between the quality of EE learners and their employability in the real world of business. This is because the implementation of the new EE does not seem to influence the learners to contribute meaningfully to economic growth and the development of the nation (MoET 008:11). This, in return overrules the unemployment rates in Lesotho. Questions may also arise whether the well-planned reforms are successfully implemented as intended.

Conversely, the observation is that the learners in EE roam the streets and are without jobs. The argument is that they lack skills that enable them to be self-employed as indicated (Obiete, Nwazor & Ifeoma 2015:170). It is also natural for teachers to avoid the tasks which they feel exceed their capability and they prefer to put more effort on those tasks that they are capable in doing (Ragraje 2002:3). This may lead them to prepare the learners ineffectively for the world of work contrary to the governmental goals. Sithole (2010:21) is concerned about the fact that teachers and policymakers seem not to understand each other in that teachers do what they do not need to do because they do not understand their roles. The education system is expected to provide compelling learning experiences that connect the learners to the global labour markets, based on a strong instructional convergence of academic and employability skills acquired at school.

On a similar point, MoET (2016:32) and (Kiplagat, Role and Makewa 2013:1) also revealed the relevance and importance of the EE curriculum and the national policy to meet the individual learners' needs but failed to show how effectively teachers use the latter to prepare the learners for the world of work. This emphasis is quite pronounced in EE syllabus which provides a strong foundation for survival skills (Kiplagat et al 2013: 287). The development of survival skills largely depends on the hands-on methods of

teaching used. These views stressed the quality of the learners in Lesotho secondary schools, especially the EE learners who fail to get employment in the business sector in the country or elsewhere. The inability of the EE learners to get employment in various organisations possibly results from their incompetence, traceable from the quality of education received. The question is: If EE is so important, why it is kept dry, boring and without any insight into the real world? As the master of EE, the researcher finds the need to find out the alternative solution, shaping the learners to suit the market needs. Hence, the current study sought to examine the effectiveness of EE the teachers' practices in preparing the learners for the world of work. It also sought to explore other aspects of teachers' practices such as teacher characteristics that impede the development of the skills relevant for the workplace.

1.9 Research Questions

On the basis of these issues or problems, the researcher decided to explore how teachers effectively use EE classroom practices in relation to the world of work. The researcher observed that what occurs in schools has no significant bearing on what skills the learners have acquired when they graduate and what they are able to do. The main research question that is addressed in this study is:

How may EE teachers' classroom practices equip learners with appropriate employability skills to address the challenges of the Lesotho labour market?

Emanating from the main research question, the following research sub-questions are formulated to align to purpose of this study:

- What is the scope and nature of the EE, as prescribed in the curriculum for the Lesotho secondary schools in relation to the job market?
- What teaching methods and strategies do the teachers employ most in teaching EE and why?
- What specific challenges do EE teachers face with the use of their secondary school teaching methods in Lesotho to prepare the learners for the labour market?

- How may a proposed framework for EE in Lesotho secondary schools contribute to equipping learners with appropriate employability skills to address the challenges of the Lesotho labour market?

1.10 Purpose and Objectives of the study

This study was intended to explore the extent to which EE teachers' classroom practices have an impact on the skills that the current labour market is looking for. The study also tries to identify the eligibility and competency of the teachers in using the learner-centred methods. The study also examines the challenges that impede the teachers in preparing the learners for the world of work. This study has also recommended that EE teachers go beyond the traditional methods of teaching and take valiant steps to make the EE livelier and more interesting for learners. For the purpose of conducting this study, the following specific objectives were formulated:

- To understand the scope and nature of EE as it is prescribed in the curricula for Lesotho secondary schools in preparing the learners for the job market.
- To investigate the specific teaching methods, strategies and techniques that the EE teachers do employ frequently to teach secondary school learners in Lesotho.
- To investigate the specific challenges that the EE teachers encounter when employing their teaching methods to teach secondary school learners in Lesotho in order to prepare them for the labour market.
- To explore whether a proposed framework for EE in Lesotho secondary schools contribute to equipping learners with appropriate employability skills to address the challenges of the Lesotho labour market?.

It is noted by van Wyk (2014:753) that unless teachers find the need to introduce the new methods of teaching and the challenges associated with the traditional views of the nature of learning and teaching, real change is unlikely to occur. Changing the perceptions of teaching and schooling is now the key to improving the learners' quality as they are encouraged to gather the relevant information and transform it to marketable knowledge which is demanded in the workplace. This can only happen if

teachers perform their pedagogical roles in teaching. A profound change in teacher practices which is called for, teaching and learning, environment and conditions can promote the critical engagement of the learners (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher 2019: 97).

1.11. Rationale for the study

The increasing rates of unemployment and poverty around the globe brought about the need to question the EE teachers' effective classroom practices in preparing learners for the world of work. This study aims at examining EE teachers' ability to stimulate creative thinking sufficient for the learners to establish and run own businesses rather than wait or cue to be employed by the government which it cannot absorb everybody. This high rate of unemployment is associated with increase in crime such as robbery, drug-related offences and murder among the youths just because their minds are not occupied by anything that keeps the youth busy (Central Bank of Lesotho)(CBL 2012:1). It would also mean that resources that should be engaged in production of goods and services are idling as the school-leavers are not employed and not engaged. It also means a waste of scarce resources which, in the long run, would be associated with income inequality as the Gross Domestic Product (GDP) is not growing. Furthermore, CBL (2012:2) asserts that these become the results when young people are left with no alternative as there is the likelihood that they can join these rebellion groups as an alternative way of generating income.

The study is conducted to help EE teachers with the strategies that would enable them to fulfil the MoET aim of producing learners that can stand for themselves in future and help others too(*c.f.7.2.3.1*). The curriculum developers may not have been aware of the importance of including EE teachers from the design stage to the end of the education process. Hence, this study is intended to help even other stakeholders with their different roles.

1.12 Research design and methodology

This study employed the pragmatic paradigm which mixed different data collection methods and data analysis procedures within one study. The pragmatic paradigm is a philosophical worldview that underpins a mixed methods research (Creswell 2014:39). This philosophical underpinning focuses on the research problem and solutions to it, through different methods in order to understand the problem (Creswell & Creswell 2018:47). Basing herself on the assumption that collecting data through different approaches can provide a more-complete understanding of a research problem than using either quantitative or qualitative approaches only, the researcher decided to use the mixed methods approach (Creswell & Creswell 2018:54). For the purpose of this research, the explanatory mixed methods approach was adopted to explore the effectiveness of teachers' practices in preparing the learners for the world of work from both perspectives by using two or more data collection methods in explaining the explanatory design, data collection methods such as questionnaires were used in the first phase and were validated with qualitative data collection methods, such as interviews. In this way a more comprehensive set of evidence for studying a research problem, rather than using either quantitative or qualitative research alone, emerges (van Wyk 2015: 179). The explanatory design was used so that data collected in the first phase of data collection can be explained by the second phase as it uses words (Creswell & Plano 2018:118). The combination or integration is done at a later stage where qualitative approach is used to explain the numerical data from quantitative approach.

1.13 Chapters division

The study is organised into six chapters which outline the whole research process in the logical manner described below:

Chapter 2

This chapter conceptualises the three identities as the theoretical framework for this study. It turns to an examination of teaching practices and teachers' beliefs and attitudes. Based on the theoretical framework presented in the chapter, it analyses the

teachers' beliefs about the nature of teaching and learning, classroom teaching practices, teachers' professional activities, the classroom and school environments, and teachers' perceptions of their self-efficacy and job satisfaction. It also identifies the pedagogical knowledge which relates directly to the knowledge of the subject matter, the learners and their characteristics.

It presents the review of the literature related to this study, setting the basis and context for the current study. The literature review also relates to the topic of this study on the teaching methods used in the classroom as well as the teachers' practices in other countries.

Chapter 3

This chapter begins with contextualizing the teachers' practices in the teaching methods and strategies that they use in teaching EE. It also discusses the issues that need to be considered in employing learner-centred approaches as well as the challenges that they face.

Chapter 4

This chapter discusses the research methodology focusing on the mixed qualitative and quantitative approaches. It covers the sequence of the methodology design model employed in the collection and analysis of data for this study. It reflects the selection of the participants and the integration of the collected data during the discussion stage.

Chapter 5

This chapter presents and analyses the data collected through quantitative and qualitative approaches. The commonly measures that are used in this study are the means, the percentages, the pie charts, the tabulations, the t-test and ANOVA.

Chapter 6

Chapter six discusses the findings of the study in relation to the four objectives. The findings reveal several reasons for not being able to prepare the learners for the world

of work although the teachers are aware of the relevance of the aims of education and the syllabus.

Chapter 7

This chapter presents a designed framework that may guide the teaching of EE in Lesotho secondary schools, based on the findings of this study, the proposed policies and the theories that underpinned this study as well as the reviewed literature.

1.12 Conclusion

This introductory chapter presented a brief history of the education system in Lesotho, showing, in particular, the relevance of the secondary school education to the needs of the society. It further discussed the researcher's profile and the EE in the context of Lesotho. It further explained the significance and contribution of this study to stakeholders who implement the EE education. The research study questions and objectives are also discussed in this chapter.

CHAPTER TWO

PEDAGOGICAL CONTENT KNOWLEDGE, SELF-EFFICACY AND SOCIAL CONSTRUCTIVISM THEORETICAL FRAMEWORK

2.1 Introduction

This study is underpinned by several sound theories that relate to the EE teachers' practices in preparing the learners for the world of work. The applied theories include self-efficacy, social constructivism and pedagogical content knowledge. All these theories are associated with the effective teaching and learning of EE aimed at preparing the learners to fit in the labour market. In this study, teachers' practices are referred to as teaching methods and strategies that are used in preparation of learners for the world of work.

2.2 Pedagogical content knowledge conceptual framework

In response to research question 2, the study has adopted this theory to examine the effectiveness of EE teachers' practices in preparing learners for the world of work. In order to prepare learners for the world of work, EE teachers need to know the content that will help them in doing so, the teaching methods and strategies as well as diversity of learners in learning. Effective teaching requires teacher knowledge which is the basis for teachers' instructional practices in their classroom. This study is underpinned by pedagogical content knowledge (PCK) framework. This framework was first developed by Lee Shulman (1986:9) who was interested in improving and expanding teachers' knowledge on teaching and teacher preparation. He argued that it is insufficient to prepare a teacher stressing only the content knowledge because teaching does not rest only on content. Hence, he proposed the possession of pedagogical content knowledge which he defines as the teachers' interpretations and transformation of teachers' subject knowledge in order to facilitate learning. He classified teacher knowledge into seven categories: pedagogical knowledge, knowledge of classroom management, knowledge

of teaching methods, content knowledge, curriculum knowledge, knowledge of the learners and their characteristics and knowledge of educational end, purposes and values. Teacher knowledge was improved by Lee, Capraro and Capraro (2018:77) who classified it into two: the subject matter knowledge (SMK) and pedagogical content knowledge (PCK). According to Lee et al (2018: 77) pedagogical content knowledge (PCK) refers to the knowledge that teachers require to represent and reformulate the subject-matter content in order to ease learning or to make it more comprehensive to the learners.

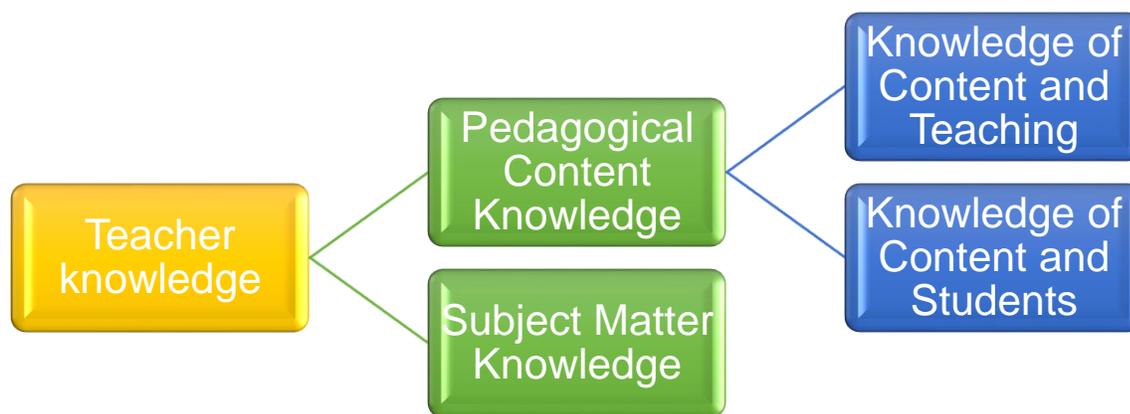
The knowledge base of teaching is considered a collated combination of knowledge, skill, understanding, technology, ethics and disposition as well as a means for representing and communicating such knowledge to the learners (Qhosola 2015:215, van Wyk 2017:14). Therefore, in order to appreciate EE teachers' capacity in equipping learners with skills that are relevant to the world of work, there is a need to find out their pedagogical content knowledge. The literature highlights many features that characterise expert teachers. These include extensive pedagogical content knowledge, better problem-solving strategies, adaptation for diverse learners and the perception of classroom events (Taşdan & Çelik 2016:97).

Therefore, the researcher used this conceptual framework as the basis for understanding and examining the EE teachers' practices which are construed in their knowledge of the subject (the scope and nature) (*c.f.1.10*) teaching and the methods appropriate to prepare the learners for the world of work (*c.f.1.10*). It is part of teacher knowledge that encompasses knowledge that a teacher uses to deliver the subject content in the classroom (Alimuddin, Tjakraatmadja & Ghazali, 2020:425). These authors argue that in order to find out whether the EE teachers are able to prepare the learners for the world of work, their PCK needs to be assessed. As EE has been categorised as a more specialised subject, it has to be taught by people who have some knowledge and pedagogy to teach it. Alimuddin et al (2020:429) define pedagogical knowledge as the general knowledge about teaching or the instruction given by a teacher in the classroom or any model that a teacher can use in the classroom. This

knowledge includes learning the theories that a teacher has acquired during teacher training or workshops.

On the other hand, content knowledge is the knowledge about the subject matter from an academic perspective. Therefore, PCK is considered as the combination of the type of teachers' knowledge that combines both teachers' mastery of content and pedagogical knowledge (Kruger 2018:25). Acquisition of PCK means that EE teachers know the content that is relevant to the preparation of the learners for the world of work and the ability to select the best way to teach it. In order to debate or discuss about the quality of the EE teacher, one has to understand how such a teacher is prepared in order to teach EE effectively.

Figure 2.1 Pedagogical Content Knowledge Conceptual Framework



A conceptual framework of teacher knowledge (Adapted from: Lee, Capraro and Capraro 2018:77)

2.2.1 Subject Matter Knowledge of EE

One of the aims of EE is to capacitate the learners with the skills that are demanded in the workplace. In order to achieve these aims, a teacher is expected to have a high level of the EE concept knowledge. Sometimes the Subject Content Knowledge (SCK) is referred to as Content Knowledge (CK) which means the actual subject matter that is to be learned or taught (Lee et al 2018:77). Therefore, teachers must know the content

that they are going to teach and how the nature of knowledge is different for the various content areas (Qhosola 2015:215). Content knowledge does not only involve knowledge about the subject matter but also the understanding of the various ways such how a subject is organised and how it can be understood as the ways by which it evaluates and accepts new knowledge.

Content knowledge includes the concepts, principles, relationships, processes, and applications that a learner should know within the given academic subject, appropriate for his or her organization of the knowledge (Mulyadi, Wijayatingsih, Budiastuti, Ifadah, & Aimah 2020:126). Knowledge of the subject content is also not only essential for effective teaching itself but also for being able to evaluate the textbooks and the teaching aids. Lee et al. 2018:77) also posit that teachers with a strong content knowledge (CK) teach in a more stimulating and energetic way while those with limited CK may shy away from the more problematic aspects of the subject or use a non-stimulating approach to teach what they cannot cope with. Therefore, teachers need to continually improve their subject knowledge to keep up to date with the changes in a subject area (Lee et al 2018:77). Hence, the need for regular training in the form of workshops organised for them.

The scope and nature of EE is detailed in Chapter Three and the EE teachers have to be aware of this. They have to be formally trained or informed about how the subject was derived and be aware of the policy that guides the education system. They need to know the aims of both the syllabus and the education policy (MOET) so that they may be able to select the teaching methods and strategies to teach it appropriately as well select the relevant resources to teach such a subject. A teacher must also show the learners the relationship or relevance of the subject to the workplace. The literature establishes that the quality of the learners' outcomes can be improved through the quality of the workforce, the teachers in this case (OECD 2014:2). This is because recruiting and retaining quality teachers is recently becoming a challenge. Xaba (2003:55) in his study indicated that some teachers leave their jobs for the better paying ones and for furthering their studies. This is also the case in Lesotho. Xaba further

posits that others leave because they have reached the retirement stage. This results in the loss of experienced teachers and attrition of the new teachers. This situation becomes costly to the education system. It is also a challenge to the education system to assign any subjects to people who have not been trained to teach such subjects. This is why the quality of the learners' outcomes is poor. When the quality of the workforce is poor, it affects the learner outcomes negatively (OECD 2014:5). As indicated earlier, all workforces must have both the pedagogy and knowledge about the subjects that they teach.

Teachers have to consider their knowledge about the subject matter so that they can be able to develop strong learner entrepreneurial skills. The current study is intended to examine the factors that lead to effective teaching experiences or practices as well as an extensive knowledge of the subject matter. Subject matter knowledge is also perceived as knowledge that is to be taught in the classroom, which Taşdan and Çelik (2016:97) consider as the breadth and depth of the knowledge regardless of whether it is taught in the classroom or not. It is the knowledge that is related to arranging the content of the subject matter that is taught in school. This includes the knowledge of the curriculum. The MoET provides the copies of the curriculum freely to the teachers (Alimuddin, Tjakraatmadja & Ghazali 2020: 435).

The findings of the study are that teachers lack the subject matter knowledge. They have inadequate subject content and strategies. They are not familiar with the objectives of the policies of the curriculum, the overall basis for the school subjects. They do not cover all the aspects of the subject. They follow rigid plans and use inflexible pedagogies which do not allow the learners to experience the workplace activities. The teachers' in-depth and accurate information about EE can increase the effectiveness of teaching (Danisman & Tanisli 2017:18). It can enable them to identify what kind of prerequisite knowledge is necessary for the learners and to teach EE through appropriate examples and demonstrations as well as assign appropriate homework. On the other hand, Taşdan and Çelik (2016:97) state that it is more important for a teacher to have content knowledge rather only to know the relationship

between such content and other subjects and how they complement each other. Besides this knowledge, teachers have to know how the topics should be organised (sequence) so that they are easily placed.

2.2.2 Pedagogical Content Knowledge

This is another aspect of teacher knowledge that EE teachers in Lesotho should have in order to capacitate the learners for the workplace. Figure 2.1 indicates that PCK is the second kind of teacher knowledge. It goes beyond the knowledge of the subject matter and takes the dimension of the subject matter knowledge for teaching (Lee et al 2018:7). PCK refers to the teaching knowledge-approaches, that is, the teaching theories, methods and the knowledge of the learning materials (content) needed for effective teaching. Mulyadi, Deni, Riana and Budiastuti (2020:126) clarify that it refers to the understanding and ability to identify the kinds of teaching approaches which concur with the learning content for a better pedagogical process. This conceptual framework branches from three main knowledge domains that EE teachers must have in order to capacitate the learners with the skills that are necessary in the workplace. This knowledge comprises the subject knowledge and pedagogical content knowledge which extends to the knowledge of content, the students and knowledge of the teaching methods. The combination of these can help EE teachers in preparing learners for the world of work.

Pedagogical content knowledge is the teacher's knowledge of how to help the learners to understand the specific subject matter. It includes the knowledge of organising and presenting the particular subject matter content to suit the diverse interests and abilities of the learners (Mulyadi et al (2020:124). This proves that since EE is considered a specialised curriculum, because planning and teaching it is considered a highly complex cognitive activity, as indicated earlier, in which the teacher must apply knowledge from multiple domains. It is also viewed as knowledge of how to present the subject matter in a manner that enables the learners to comprehend it. That is, the knowledge of how to structure and present EE directly to the learners for learning. Since it is rooted in the teachers' everyday activities in the classroom, a teacher must have common knowledge

of understanding the conceptions, misconceptions and the difficulties that the learners encounter when learning a particular content(Lestari et al 2018:3).

This study attempts to utilise those elements of teacher knowledge which include the subject matter knowledge and pedagogical content knowledge to understand how best EE teachers can prepare their learners' for the world of work. These elements on knowledge formulate the framework that clarifies the knowledge that good teachers have and how that knowledge is applied in teaching EE (Okanlawon & Akanni 2009:155).It is defined as the teachers' interpretations of the subject matter knowledge in the context of helping the learners to learn. In the context of this study, the EE teachers' pedagogical knowledge affects how they think about the subject matter knowledge. Teaching without a deep understanding of the subject matter is meaningless because the teachers do not have the potential to make any effect. Then when they do not understand the content of what they are teaching, they can hardly develop in learners those skills that are demanded in the world of work.

2.2.2.1 Knowledge of Content and the Learners

As another element of pedagogical content knowledge (PCK), knowledge of content (subject matter knowledge) and diversity in learners affect the effectiveness of EE teachers in preparing learners for the world of work. In order to effectively change the subject matter knowledge about the EE into the content that the learners can understand, teachers must have a good grasp of the subject. This is not the case in the Lesotho secondary schools. The teachers that are employed to teach EE are not all trained to teach it. These are usually novice teachers who lack adequate content knowledge (*c.f.6.3.3*). Because they lack content knowledge, they do not have the confidence to teach at any level and may resort to transmitting facts to learners through drilling and memorising.

Teachers must make informed decision on what strategies and approaches are relevant for the teaching of a particular topic (Taşdan & Çelik (2016:97). Because EE is a new subject and has many terms. When one does not understand or differentiate among

them from the beginning, the learners may construct incorrect ideas about them. This is referred to as misconceptions about EE. However, if the EE teachers have knowledge of the learners' conceptions, they are able to prepare the strategies that suit the teaching of certain terms so that no misconceptions are deeply rooted in the learners' minds. On the other hand, student-teachers with inaccurate and inadequate knowledge are likely to transfer their own misconceptions to the learners and in this way add difficulties to the learners' understanding (Mulyadi et al 2020: 126). The EE teachers should also be aware of the learners' prior knowledge (learners' background) which can only be revealed through the choices that the teachers make to cover a certain topic and how to cover it because it can be harder to assess (Letsie 2019:10).

Knowledge of content and the learners involves knowing what makes it easy or difficult for the learners to learn specific concepts. The EE teachers who are knowledgeable of the behaviour of the learners have more flexibility, capacity and creativity in constructing the lessons and tasks that meet their learning needs Rahman, Scaife, Yahya and Jalil (2010:80). Taşdan and Çelik (2016:97) also argue that teachers who do not have adequate knowledge and understanding of the theory of a particular subject are incapable of making professionally responsible instructional and curricular decisions regarding the teaching of such a subject. These are some of the reasons why people who are not trained to teach EE are considered not qualified to teach it. Furthermore, these are causes of their failure to prepare the learners for the world of work. Teachers with pedagogical knowledge can effectively plan and enact the lessons that help the learners to develop a deeper understanding than those whose knowledge is inadequate and fragmented (Rahman et al 2010: 80).

2.2.2.2 Knowledge of Content and teaching

Teachers need to have knowledge of content in order to teach their subjects effectively. Knowing and understanding the content that they are going to teach enables them to select the teaching methods for teaching the subject appropriately. They should not know only the learners' prior knowledge and use of instructional strategies but should also have the understanding about the challenges and needs of the learners in social,

emotional and academic context (Rahman et al 2010:81). The knowledge of Content and Teaching (KCT) combines the knowledge of teaching and the knowledge of EE. That is, it is a mixture of the roles that are played by the content to be taught or taught and the knowledge about the ideas, analogies, illustrations, examples, explanations and demonstrations that are used to teach such EE content (Lestari et al. 2018:2). It is considered the way of representing and formulating materials to be learned in a manner that is easily understood by the learners.

This knowledge also includes an understanding of what makes the learning of some concepts easy or difficult, the conceptions and preconceptions that the learners with different ages and backgrounds bring with them into the classroom (Taşdan & Çelik 2016:97). If those preconceptions are misconceptions, teachers need knowledge of the strategies that are most likely to be fruitful in re-organising those misconceptions. This means that not only should teachers have the former, but they should also have the specific teaching strategies that can be used to address the learners' needs in the teaching of EE. Therefore, a teacher is expected to have the knowledge of presenting and using pedagogical knowledge to make the concepts difficult or easy for the learners to grasp, depending on the learners' prior knowledge. In addition, teachers need to have the knowledge to organise the content for learning and decide on the teaching skills that deepen the learners' understanding (Großschedl, Welter & Harms (2019: 402). The effective teaching of the EE depends on the teachers' skills in applying appropriate teaching approaches that enable the learners to do the work by themselves. With KCT, the teachers must choose appropriate strategies, approaches and learning materials for learning and decide on the tasks and assessment techniques to be used in the teaching and learning of EE (Lestari et al. 2018:3).

Knowledge of content and teaching implies understanding that teaching a particular subject or topics or issues is organised and presented in a manner that adapts to the different learners' interests and abilities (Nind 2020: 186). Doing this makes it easy for the learners to comprehend. Understanding KCT needs careful consideration because it is not only bound to subject content, but it is also necessary in building the bridges

between the subjects and the world of work. Teachers have to consider their classroom practices and use the methods that allow the learners to put theory into practice (Olisama, Odumosu & Areela 2018: 83). This does not only require teachers to change what and how to teach and assess it, but it also challenges their underlying beliefs and attitudes. It has also been found that at the time of change the in-service teachers find it problematic to predict the learners' difficulties and to select appropriate strategies that represent the key ideas of the topic taught.

In line with the CAPS, teachers need to shift towards the methods that can develop creativity, independence and survival skills for the learners. Shifting from one teaching method to another is a complex process; it involves some changes in attitude, perception and the beliefs of the teachers, learners and policymakers who are directly connected to the education process (Nind 2020:186; Olisama et al 2018:84). Hence, the EE teachers should change their attitudes as well as their perceptions towards the use of the learner-centred methods even though they may be demanding. They further indicate that changing the attitudes of the teachers also involves their training as they are the main force that is going to act in the classroom. The attitudes of the teachers and their capabilities have a great effect on the quality of education and behavioural change in schools. Therefore, it would not be adequate to measure the teachers' capability in the classroom by subject knowledge and availability of skills only. Rather a teacher is argued to be capable if he can use his subject knowledge and apply effective skill to conceive of his teaching in a purposeful manner (Olisama et al 2018:85). The other factor that goes with PCK is self-efficacy which relates to teachers' competence and beliefs to accomplish teaching. Even if they can possess PCK, they will not be effective in teaching when they do not hold beliefs that they can do it.

2.3. Self-efficacy theory

Since this study focuses on the EE teachers' ability and effectiveness in selecting and using the teaching methods appropriate for EE (*c.f. 1.10*), self-efficacy is found a relevant theory to reinforce teachers' practices that relate to their beliefs and competence that they hold about their ability to teach EE. This theory was proposed by Bandura

(1986:25) assuming that people are engaged in their own development and outcomes. From his perspective, human thought and action are the results of a dynamic interaction of personal, behavioural and environmental factors. He argues that there is no mechanism to exercise control over people's actions that their lives than those people's beliefs about their capabilities (Bandura 1986: 1175). Hence, the researcher adapted this theory because teachers' self-efficacy beliefs are some of the characteristics that predict teachers' classroom practices. The teachers' competence in teaching of EE is greatly influenced by the beliefs that they hold about themselves.

In order to capacitate the learners with skills that they need in the workplace by teaching EE, teachers need to have high self-efficacy. These beliefs are their capabilities about completing their tasks effectively (Bandura 1986:1175). Therefore, this study adopted the teachers' self-efficacy theory to examine the relationship between self-efficacy and whether the teachers' practices strongly influence the teaching and learning of EE in relation to the demands of the labour market. Self-efficacy (also known as the social cognitive theory) is a social learning theory which is about the beliefs that a person holds about his or her capabilities to performing a particular task successfully (Iroegbu 2015:171; Major (2016:45). It is thought of as a kind of self-confidence or task-performing kind of self-esteem. These perceived beliefs have influenced the EE teachers' choice of the teaching methods and strategies that they use in order to capacitate the learners with the skills that are necessary in the workplace, the time that they are willing to allot to each topic as well as the amount of content to be covered through such a task (Sharp, Brandt, Tuft & Jay 2016:2432). The study adopted the self-efficacy theory which was advocated by Albert Bandura as another component of the social cognitive theory associated with learning. This theory assumes that people should engage in certain activities to the extent that they perceive themselves as being competent in those activities (Bandura 1987:7). It also assumes that beliefs and classroom practices are interrelated because teachers' beliefs tend to shape the nature of their instructional practices. This theory helped the researcher to understand the teachers' competence in teaching EE. As teachers are the most important factors in the effective implementation, there is a need to look at their competence in teaching EE.

On the other hand, Jameson-Charles and Jaggernauth (2015:7) defined self-efficacy as a set of learned beliefs that individuals hold about their 'capabilities to organise and execute the courses of action required to deal with the prospective situations. More simply, self-efficacy is what an individual believes he or she can achieve using his or her skills under certain circumstances. The preparation of the learners for the world of work is influenced by what their teachers hold about such beliefs because they are the ones who determine what they learn and how they learn it (Iroegbu 2015:172). It is also seen as the extent to which the teachers believe they have the capacity or ability to affect change in the behaviour of the learners and self (Jameson-Charles & Jaggernauth 2015:7). The extent to which the EE influences the teachers' classroom practices is the focus of this study. Being able to identify and describe the influence that these beliefs have on the EE teachers' instructional practices deepened and enriched the researcher's understanding of the teaching process of EE (Bingimlas & Hanrahan 2015:415).

The literature argues that unlike the knowledge that changes with time, beliefs are static. The EE teachers' beliefs do not change after the acquisition of knowledge, interpretation, task selection and content interpretation (Dos Santos 2019:10). Therefore, it is important to understand the teachers' self-efficacy beliefs as the component of their classroom practice because they have an influence on how they teach. The findings of this study are that even though teachers were offered training, they felt it did not change their attitudes towards the selection of the teaching methods that they need to use in order to prepare the learners for the world of work (*c.f.5.4.6*).

It is established in Maja (2015:40) study that beliefs can influence people's pessimistic and optimistic thinking in ways that are self-enhancing or self-hindering. If the EE teachers were holding high self-efficacy, that would have some influence on their choice of specific instructional activities and strategies that they use. Based on the assumption of self-efficacy, the EE teachers are found to be unable to gauge the learners' comprehension which helps them to meet their needs as they fail to adjust their

questions, strategies, explanations as well as assessment methods. Therefore, these teachers can even plan lessons that provide learning experiences which promote cognitive development and self-efficacy.

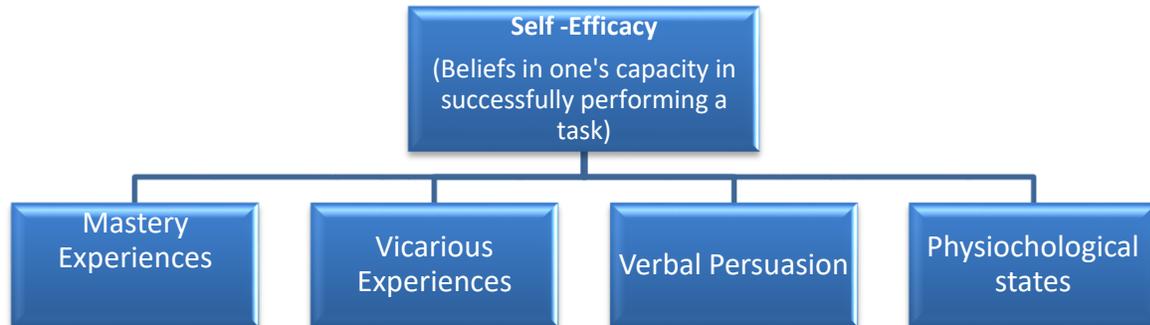
Being unable to complete the task, is partly based on the efficacy that teachers can choose the challenges that they can undertake, the effort they make in order to expand the endeavour, the time to persevere in the face of obstacles and failures and whether the failures are motivating or demoralizing Maja (2015:40). Teachers can also make decisions about improving their practice, based on the feedback from the parents and the administration (Jameson-Charles & Jaggernauth 2015:7). The former is the belief that one has the ability, knowledge and skills to successfully execute the behaviour or actions required to produce the desired outcome. The latter represents one's estimate of the likely consequences of performing a task at the self-expected level of performance. Hence, teachers should possess both high efficacy expectations and high outcome expectancy to be successful at work. If one component is lacking, it is unlikely that the teacher to be successful even if he or she is professionally qualified (Türkoğlu Cansoy & Parlar, 2017: 765).

It is also argued that teachers with a low sense of efficacy tend to use instructional strategies that can determine and control the situation in their classroom and frustrate or demotivate them when they cannot complete these tasks. Therefore, it can be concluded that the teachers' sense of efficacy is linked to their motivation, commitment to do some work and to the learner achievement (Türkoğlu et al2017: 766). This means that the teachers who have a low sense of efficacy may doubt their ability to influence the learning process. As a result, such teachers may be reluctant to undertake the activities that they feel may be beyond their capabilities because the activities may not be accomplished. Instead, they ponder on the thoughts of their perceived inadequacies and fail to achieve their goals (Jameson-Charles & Jaggernauth 2015:7). This indicates that such thoughts impact negatively on the teachers' capabilities in the classroom because they spend much of their time reflecting on the failures instead of improving on them. Hence, EE teachers may not prepare their learners to fit in the workplace.

In this study, the EE teachers showed low levels of self-efficacy. They find difficult tasks challenging and difficult to tackle. They regard such tasks as threats to be avoided. It is also argued that for teachers to make changes in their learners' behaviour, they first have to attend to the sources underlying their beliefs in order to understand their role in developing and nurturing the learners' skills (Sharp, Brandt, Tuft & Jay 2016:2432). Since these teachers doubted their capabilities (how they feel) to perform certain tasks (capacitate the learners with entrepreneurial skills), they are viewed as having low aspirations and a weak commitment to the goals that they have to achieve. Understanding the sources that underlie their beliefs plays an important role as it informs academic practices which are aimed at fostering and nurturing those beliefs (Sharp et al 2016:2433).

There are certain personal and environmental factors in the development of the teachers' self-efficacy. Such factors include the beliefs about one's capacity to accomplish a task, to model successful people and to get the support of others. These factors are referred to as the sources of self-efficacy (Sharp et al 2016:2433). They influence the teachers' successes when they are perceived as accomplished by the teachers themselves in the teaching of EE; the teachers can picture themselves as heading for success in future. The successes are referred to as the mastery of experiences (Sharp et al 2016:2433). When a teacher succeeds in any task that she or he performs, such a teacher is said to be mastering such task. When gaining strong self-efficacy beliefs, the human accomplishment and personal well-being of the teachers are enhanced, and teachers show a strong sense of personal competence. They can approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided as was the case before. Below are sources of efficacy which EE teachers must possess in order to prepare learners for the world of work.

Figure 2.1 Sources of Self-Efficacy for teachers



The mastery of experiences comes when EE teachers succeed in accomplishing the planned tasks. The mastery of experiences, as one of the sources of self-efficacy, explains how teachers are able to accomplish their tasks, use strategies and maintain the necessary motivation required to accomplish the set tasks timeously. Having and maintaining the skills necessary to accomplish the tasks within the classroom falls within their teaching efficacy (Major 2016:33). This is why there are high rates of unemployment among the youths as indicated earlier in chapter 1. Teachers do not give the learners the opportunity to do the projects at school. They prefer the theory over the practice. The mastery experiences are the most influential sources of efficacy. They provide the most authentic evidence of whether a teacher can master whatever it takes to succeed. When teachers have been previously successful in the activities that they planned to do, their confidence to accomplish similar efforts in future rises (Al-Jammal 2016:17). The mastery experiences prove to be powerful if one accomplishes certain tasks or overcomes obstacles to the challenging tasks. If failure continues even after one has put more efforts on his or her beliefs, efficacy can be undermined; the teacher is not successful. This failure hinders the EE teacher's preparation of the learners for the world of work.

When teachers have a low sense of efficacy, they are doubtful about their abilities to do any task. Such doubts are likely to result in their failure to teach and can reinforce low

self-efficacy. Zeb and Nawaz (2016: 37) find that teacher-efficacy is high if teachers exert and complete their tasks with better results. Al-Jammal (2016:17) argues that the successful accomplishment of a task strengthens own self-efficacy while failing to succeed in a given task or challenge at hand can undermine and weaken one's personal efficacy. The literature shows that teachers may have strong doubts about their ability to learn how to teach when they do not attend some formal training (Ajala, 2013:66). Self-efficacy has powerful effects on learning, on motivation and performance; teachers try to learn and perform only those tasks that they believe they are successful in performing (Türkoğlu et al 2017: 765).

The second source of efficacy among the EE teachers is vicarious experience. A personal sense of efficacy can be greatly increased by observing different people master difficult tasks rather than watching the same person perform different tasks (Sharp et al 2016:2433). In the former case, the observer is exposed to a variety of mastery techniques. If the EE teachers use these social comparisons to judge their personal efficacy, they may consider their past performances as the model in which they become successful. By observing their colleagues, they may adapt to the teaching methods and strategies that they use and they too, succeed in equipping learners with skills that are demanded in the labour market.

Besides interpreting the successes in their actions through the mastery experiences, teachers can form or measure their self-efficacy beliefs through the modelling experience of observing other teachers, either in the same school or others. Vicarious experiences (which is also known as modeling or observational experiences) refer to learning from observing the success of other teachers. Teachers gain vicarious experiences through watching colleagues successfully teaching topics that they find difficult to teach (Zeb & Nawaz 2016:37). Sharp et al (2016:2433) similarly find that learning from others performing difficult tasks, allows potential teachers to translate their observations into their own teaching. This can be best achieved when the modelled behaviour has clear guidelines that would make the observer interpret the observed behaviour.

Sometimes teachers feel at risk to be observed. They hide their weaknesses rather than consult their colleagues about their problems for valuable, formative feedback (Albaqami 2016:1053). Seeing a powerful model performing a task builds efficacy, especially when one is uncertain or has limited experience with such a task. Experiencing and observing good practice or watching a video clip can be considered the key development tool for teacher trainers, trainees (student-teachers) and teachers alike (Westbrook, Durrani, Brown & Orr 2013:35). A teacher can observe another teacher performing a task and then compare his or her own performance to that of the teacher observed. Vicarious experiences show the teacher that success is may also be achieved through observing other teachers. Therefore, observing and modelling effective teachers may create opportunities for teachers to learn more from successes of their colleagues or models. This in turn, can result in their own positive self-efficacy (Sharp et al 2016:2433). In other words, teachers can learn to be effective by watching or modelling the behaviour of others being effective and become effective as well. This raises self-efficacy and reinforces teachers' beliefs that they can also be able to accomplish certain tasks. In addition, these experiences can affect the self-efficacy of a teacher through the social comparison process where teachers judge their capabilities in relation to those of others (Lunenburg 2011:3). That is, teachers can learn to be effective by observing the behaviour of others who are effective. Therefore, teachers would be able to make informed decisions about the teaching methods and strategies.

Teachers can develop high or low self-efficacy vicariously by comparing other teachers' performance with their own performance or competence. As a result, when they see their colleagues succeeding, such action can in turn increase their self-efficacy because the more closely the observer identifies with the model, the stronger the impact on efficacy. However, the opposite of the latter is also true in that seeing someone similar fail can also lower self-efficacy (Lunenburg 2011:3). Whenever teachers engage in teaching activities, they can interpret their results and use these interpretations to develop beliefs about their own abilities to engage in similar activities and succeed (Major 2016:41). If these activities are consistently successful, they tend to raise self-

efficacy of these observers or, conversely, if these activities typically produce failure, self-efficacy is likely to be lowered (Bandura 1986: 1175). Although observational learning is dependent upon the availability of teachers to be observed, the models, demonstrations or teaching, the behaviour or skill by a teacher characterises the notion of modelling. When a skill demonstration is successful it becomes the lead to that skill one is capable of mastering. When a model with whom the observer identifies is successful, the efficacy of the observer is enhanced. The poor performance of the model lowers efficacy which the efficacy expectations of the observer decrease (Albaqami 2016:1053).

Observational learning of new behaviours or skills is dependent on four inter-related processes involving attention, retention, production and motivation (Parajes 2012:756). The learners must attend to a model and the relevant aspects of behaviour in order to learn. Teachers are likely to alter their beliefs after watching the success or failure of the model in question. This may change the attitudes of a teacher who could not use the learner-centred methods which resulted in the poor training they received. These observations can also be opportunities for rehearsal both in the form of repeated exposure to the models and in the form of the time to reflect on the material or skills. These vicarious experiences can be in the form of mentoring where a novice teacher can be paired with an experienced teacher in a similar career path (Major 2016:45). The mentor can raise the self-efficacy beliefs of the novice. When this is practiced, it can strengthen the skill set by both the model and the observer. However, self-efficacy can also be lowered through observing people whose performance fails despite their efforts (Parajes 2012:756).

The third source of information that feeds self-efficacy is verbal persuasion or feedback that is given by the qualified others with the intention to enlighten the prospective teachers in their areas where they are weak and strong (Sharp et al 2016:2433). Verbal persuasion can also include prospective teachers' own reflections on their learning and their instructional performance. Verbal persuasion refers to words that someone can say to convince others that they are capable of being successful (Major 2016:45).

People can convince others that they can be successful at a task. These words may encourage teachers especially the novice to do this repeatedly because they can internalize that and become competent in doing the same. This encouragement is helpful because success usually depends upon the effort that we put into a task than upon any inherent ability. Verbal and social persuasions that teachers receive as feedback from the relevant qualified others are intended to enlighten the novice teachers on their areas of strengths and weaknesses. Hence, teachers' self-efficacy may increase and as a result, performance may also change for such teachers. Verbal persuasion is used when talking to people to make them believe that they have the necessary ability to successfully complete a task (Albaqami 2016:1053). A teacher's self-efficacy is increased if he or she is made to believe that he or she has the capacity to achieve what needs to be accomplished. Verbal persuasion may be limited in its power, depending on the influence of the persuader. It has the ability to convince a self-doubting person of his inert capabilities. The best way for a leader to use verbal persuasion is through the *Pygmalion effect* which is a form of a self-fulfilling prophesy (Sharp et al 2016:2433).

La Cook 2014:33) shows in his study that some performance-encouraging words from the head of department or a colleague which may involve the general chat in the teachers' lounge or in the media about the ability of the teachers may influence his or her learners. They might be words that provide evaluative feedback and judgement about one's ability to perform in a certain situation. These positive verbal persuasions can lead teachers to putting more effort to succeed while negative verbal persuasion leads to doubts about oneself (Al-Jammal 2016:18). If positive verbal encouragement is given to teachers they are likely to accept and demonstrate the reduction in self-doubt and therefore present a higher-self efficacy. Minimising negative thoughts make teachers keep a positive outlook when facing difficult or challenging tasks help them to achieve a level of self-efficacy and lower their negative emotional arousal as well as social relationships at work. Although social persuasion alone may be limited to creating a lasting increase in self-efficacy, it can contribute to successful performance to the

extent that a persuasive boost in self-efficacy held can lead one to initiate a task, attempt new strategies or even try hard enough to succeed (Albaqami 2016:1053).

The common persuasive actions such as training and giving encouraging feedback are likely to influence a positive teacher-efficacy. Sometimes, these social persuasions may counter irregular impediments that may have instilled enough self-doubt to disturb persistence like giving discouraging feedback. Encouraging words or comments from other teachers and principals that a teacher can teach successfully can boost the teacher's self-efficacy (Albaqami 2016:1053). As it plays a critical role in closing the gap between thought and action, self-efficacy helps teachers to move towards behavioural changes. Teachers who receive and accept positive verbal praise from others demonstrate the reduction in self-doubt and therefore present a higher-self efficacy. It changes the behaviour of teachers so much that their knowledge about the teaching methods that were a problem to some, becomes a solution. Therefore, such teachers may no longer continue struggling with whatever was not easy for them to perform their teaching well. By acquiring the ability to minimise negative thoughts and to keep a positive outlook when facing difficult or challenging tasks helps the individuals to achieve a level of self-efficacy and lower their negative emotional arousal as well as social relationships (Iroegbu 2015:171). Basically, emotional support builds a teacher's belief in teaching self-efficacy. The teacher self-efficacy judgments are also influenced by physiological and emotional states. A positive state such as excitement and enthusiasm are believed to provide clues about the anticipated teaching success. Social persuasion encourages or tells people that they are able or have the ability to accomplish certain given tasks (La Cook 2014:33).

Social persuasion also takes place when one receives feedback or listens to speeches from others, especially from those whose opinions are respected. On the other hand, stress, anxiety and other negative states can lead to negative judgments of teacher's abilities and skills (Iroegbu 2015: 171). A teacher who is professionally well-qualified may not be a successful teacher if his personal negative or inhibiting emotional factors come into play (Iroegbu 2015: 171). Although this source is the least persuasive of the

four, people are more at ease to do the task at hand if they feel capable and have higher beliefs of self-efficacy. As verbal persuasion is also likely to be a weaker basis for teacher-efficacy beliefs than performance outcomes, it is widely used because of its ease and arranged availability (Türkoğlu et al 2017: 766; Lunenburg 2011:3). The effectiveness of persuasion depends on the credibility, trustworthiness and the knowhow of the persuader; they are the teacher's words of encouragement or discouragement which can lead teachers to put effort in order to succeed. Lunenburg (2011: 69) adds that negative feedback can lead to doubts about self and tend to encourage people to avoid challenging tasks that promote potentials and to give up quickly in the face of difficulties. This means that HoDs should give support to teachers so that they perform their tasks well. It can be given by using team-teaching by colleagues. Therefore, teachers may gain necessary skills that help them advocate whatever comes their way. It also means teachers are longer doubting their capabilities because they have a full set of skills from their colleagues. It also implies they will align their teaching with the requirements of the subject and policies of their schools.

Not only is self-efficacy influenced by verbal persuasion, but it also stems from physiological states. The EE teachers can also judge their self-efficacy through physiological and emotional states, based on anxiety and weakness (Lunenburg 2011:3). The physiological and emotional states is the ability to make judgement about own efficacy by relying on physical and emotional states. Lunenburg (2011:4) argues that a psychological state can also be dictated by self-efficacy. When a teacher fails to perform a certain task or finds something too demanding, she or he is likely to experience certain physiological symptoms such as feeling flushed, sweaty palms and headaches. This implies that teachers experience difficulties in teaching. When they experience difficulties, they face challenges that impede them from teaching effectively. The physiological state of a teacher can have an effect on his ability level. Teachers may be controlled by their emotional states and attitudes in guiding whether they can accomplish something or not. In general, the more narrowly defined the concept of a teacher's confidence is less partial by emotional factors that are related to teaching than to teacher-efficacy. Strong emotional reactions to tasks can provide signs to expected

success or failure (Byrne 2017:24). A positive mood can enhance one's beliefs in self-efficacy while anxiety or stress diminishes it. The way teachers experience sensations from their bodies and their perception to emotional arousal, influences their beliefs of efficacy (Byrne 2017:24; Major 2016:33). Some examples of physiological feedback happen when giving a speech in front of a large group of people, making a presentation to an important client or taking an examination. When teachers are competent that they can accomplish their tasks, it shows that they are able to use constructivist teaching and learning.

2.4 Social constructivism theory

As indicated earlier, the effective teaching and learning of EE depend on the teaching methods and strategies that teachers use in the teaching and learning process. This study also adapted the social constructivism theory which is based on the assumption about reality, knowledge and learning. It assumes that learning occurs when learners are engaged in social activities (Marshall 2017:26). For this study, social constructivism is adopted because it is framed by one of the general perspectives of social constructivism, which focuses on the learning activities that engage learners in hands-on project-based methods (Marshall 2017:26). Hence, this theory is found relevant to the current study because it emphasises the classroom practices that engage learners with content constructively and gain the employability skills that are expected by the employers. Social constructivism recommend that teachers engage learners in an active process of learning such as imitative learning or modeling because they enhance their ability regardless of gender to construct meanings (Ginga & Zakariya 2020:6). This theory is adapted to examine the teaching approaches and strategies that guide the work of teachers and the specific teaching practices that they use in their daily work (*c.f.1.10*). These types of teaching approaches are both learner-and teacher-centred. One way in which teachers can do this is to shift from the old ways of teaching to the new ones that would enable them to fit in the workplace.

The old ways that the teachers used were teacher-centred, whereby knowledge was passively passed transmitted through lectures and other passive approaches with heavy

reliance on textbooks. Relying too much on the use of textbook, implies that teachers do not know the functions of content (*c.f.5.7*). It also shows that they lack PCK, especially subject-matter content. The learner-centred approaches help a learner constructs knowledge on own knowledge (Fulgence 2015:245). In the former approach, the learners are forced to memorise the facts and reproduce them at a later stage, either during the examinations or through other assessment methods (*c.f.3.5.4*). In order to foster the understanding and application of creative and entrepreneurial concepts, principles, skills, attitudes and values in addressing the everyday needs, social constructivism theory focuses on the role that social interaction plays in creating knowledge. Using the same perspective, the EE teachers should encourage the learners to use collaborative learning which helps them to construct their own knowledge from the EE concepts and to relate them to the world outside the classroom, their lives and experiences. This can effectively happen if both the teacher and the learner play their roles in the teaching and learning process. This theory examines the teaching approaches that guide the work of teachers and the specific teaching practices that they use in their daily work (Taimalu, Kikas, Hinn & Niilo 2010:126).

This theory assumes that understanding and meaning are developed when the learner interacts with other human beings (Ginga & Zakariya 2020:6). This may be using groupwork for them that would enable to learn from them. Sometimes it plays an important role in developing the skills that employers need. The most important assumptions about this theory are that human beings rationalise their experiences by creating a model of the social world. The functioning of such a model and the belief in EE as the most essential system through which humans construct reality (Amineh & Asl 2015:13). They further state that the roots of knowledge are found in the learners' interactions with their surroundings and other people before they are internalized. When the learners are allowed to do their individual or group projects, they can be in a better position to establish their own business where they can create jobs for themselves and for others. When they practice these at school level, they also look at the problems existing in their communities. They are denied this opportunity, with the claim by their teachers that they are teaching massive content which does not allow the

use of other learner-centred methods where the learners construct knowledge for themselves (Mc Cabe & O'Connor 2014:3).

Though the subject and policy require the learners to be involved in project of their own, some EE teachers deny them this opportunity and drill them to answer the examination questions which are very few (about twenty) in number. If they perform well in these questions, they take for granted that they did involve the learners in the project (Grade Syllabus 2019: ii). The hands-on projects are really suggested to be done in groups and depend on the learners' decisions and application of the type of businesses that they are interested in. It is believed that practical work needs to be an integral part of the learning sequence rather than a theory alone. The learners need to be minds-on as well as hands-on although some of them do not have this experience.

According to social constructivism, social worlds are developed out of the individuals' interactions with culture and society (Amineh &Asl 2015:13). The theory states that knowledge is expanded and obtained through the contact of two or more people. Social constructivism is defined as an approach to learning where the learners are given the opportunity to construct their own meaning from what is being taught by building internal connections or relationships between those ideas and the facts being taught (Maja 2015:36). Social constructivist teaching approaches also encourage the use of joint teaching, peer collaboration, intellectual preparations, problem-based instruction and anchored instruction because they involve learning with others. Social constructivists also encourage the instructional models that are based on the social constructivist perspective because they highlight the need for collaboration among the learners and with practitioners in the society (Amineh &Asl 2015:13). It is important to incorporate understanding the learners' needs to obtain knowledge so that they learn at their own pace (Do Santos 2019:10). Teachers have to observe the level of each learner in order to provide the necessary support that prepares and allows effective classroom interaction in a learner-centred class. Maja (2015:35) outlines that mental constructivism proposes that learners cannot be given information which they can understand and use immediately while they are expected to construct their own knowledge. Therefore, the

individual learner has to be helped in constructing his or her own understanding to build on what he or she understands during the classroom interaction (Maja 2015:35).

Ültanir (2012:202) states that important roles of the mind are formed by laying the foundation consisting of understanding, changing and constructing the reality. This means that the learners have to understand the learning materials in order to develop the skills that would prepare them for the world of work. From this perspective, teachers have to create the learning environment and activities that enable learning to occur easily. This suggests that for effective classroom interaction, the learners have to do hands-on activities in order to develop the skills that would help them in the world outside school. Therefore, the social constructivism challenges teachers have to reconsider the role played through the use learner-centred approaches in the learning and teaching processes.

2.4.1 View of learning in social constructivism classroom

One of the aims of EE is to provide the learners with appropriate skills so that they fend for themselves to survive beyond the basic education (Grade 8 syllabus 2019:iv). They can achieve this as individuals and or as a group, constructing knowledge together. In this sense, learning is viewed as the process whereby the learners learn by discovering the principles, concepts and facts for themselves. They encourage and promote the guesswork and spontaneous thinking of the learners (Amineh &Asl 2015:14).Social constructivism suggests that the learners are encouraged to construct their own knowledge in realistic situations with others instead of in decontextualised formal situations where they work on their own (Marshall 2017:14). The central idea behind constructivism is that the learners build new knowledge upon the basis of their previous learning. In relation to the learner-centred methods, social constructivism informs the teachers that learning is constructed, not only in an individual learner's cognitive development but also in the interactions among the learners or between the learners and the materials in use as these occur over time. Social constructivism is a variety of cognitive constructivism that emphasises the collaborative nature of much learning that is possible to separate learning from its social context(Amineh & Asl 2015:14). In social

constructivism the emphasis turns away from the teacher and the content towards the learner learning.

Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration (Alipio 2014:33). Alipio further argues that learning is also grounded on the assumption that during the learning process, the learners interact with the environment and its cognitive structures are placed in conflict. In the case of the constructivism learning environment, the learners are encouraged to work together. They use different tools and are supplied with information that can enable them to interrogate what they learn (Alipio 2014:33). Learning also depends, to an extent, on the learner's internal determination to understand and promote the learning process. Since learning occurs within the world in which the learners experience the reality and that when they deal with the problems or situations simulating and representing reality, they learn more. Learners are drilled for the examination and are given the past examination question papers to practise answering the questions (*c.f.*3.5.4). According to constructivism, learning is the result of individual mental construction whereby the learner matches new information against the given information in order to establish meaningful connections. They do not merely internalise the mere facts to be produced later on (La Cock, 2014:50). Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration (Amineh &Asl 2015:13). La Cock (2014:50) also shows that learning can only take place in an environment facilitated by people with shared inclination of wanting to learn through experience.

2.4.2 The role of a teacher in social constructivism

In social constructivism, a teacher does not play a role of an expertise rather a facilitator. This implies that he or she only helps learners to do work on their own with a teacher guiding such learning. The role of the teacher in planned learning is to manage all the situations that are related to the process of teaching and learning and to evaluate the results and processes in accordance with previously stated objectives (Alipio 2014:38). In contrast in a teacher-centred class, a constructivist teacher gives a didactic

lecture that covers the subject matter without understanding, contrary to social constructivism where a teacher becomes the facilitator who helps the learner to get to his or her own understanding of the presented content. These are the approaches which teachers feel they are not appropriate in developing skills in learners. Amineh and Davatgari (2015:14) propose differences between the teacher's roles in teacher-centred approaches where a teacher tells and gives the answers according to a pre-determined curriculum. They argue that this mostly gives a monologue while in social constructivism a teacher asks questions because he is a facilitator who supports learning from the back, providing the guidelines and creating the appropriate environment for the learner to arrive at his or her own answer. The feedback that a facilitator provides is in a continuous and interactive dialogue with the learners. When teachers are forced by circumstances to use passive teaching methods, teaching tends to be dependent on the textbook method. Sometimes being pressurised by time, teachers may resort to the use teacher-centred approaches which are believed to guide learners to memorising facts or content on the expense of acquiring skills (*c.f.5.4.3*). This approach violates the role of a teacher. As a result, such content remains abstract to the learners; they struggle to relate to it in a way that is meaningful to their own lives.

Amineh and Davatgari (2015:14) further posit that as a facilitator, the teacher needs to have a completely different set of skills than that of a teacher as an instructor. This set of skills are explained earlier that teachers must possess PCK which is about subject matter, learners' learning abilities and teaching methods that enable them execute their tasks. It is the main role of teachers to pass knowledge and information to the learners. On the other hand, the EE teachers use the lecture or the teacher-centred methods which make a teacher the only person knowledgeable while the learners are the receivers. In this case, the learners remain passive and acquire no skills as the result, because they do not do any work that presents practicality of their subject matter. In social constructivism, the role played by the teacher is not that of a transmitter of knowledge to learners. Rather, he or she is a facilitator of learning. He or she selects and poses the appropriate order of problems as opportunities for learning and sharing information when it is necessary (Marshall 2017:14). The teacher facilitates the creation

of a classroom culture in which the learners work on new problems individually and interactively, discussing and reflecting on their own answers as well as methods used. If the EE teachers in Lesotho secondary schools assume the role of a facilitator they may be considered as advanced teachers who facilitate learning by selecting and applying the suitable learning matter. They would motivate the learners to improve their own skills and abilities through the use of different materials and tools.

Amineh and Asl (2015:14) assert that through the social constructivist approach teachers are considered as facilitators; a facilitator helps the learner to get to his or her own understanding of the content. They argue that an instructor becomes a teacher when he or she just teaches for the sake of teaching while the learners play a passive role. However, the learner plays an active role when the teacher facilitates the learning process and helps the learners to learn. In social constructivism, the emphasis turns away from the teacher towards the learner. Changing the instructor's role as a facilitator displays a completely different set of skills of an instructor as a teacher. Similarly, Amineh and Asl (2015:14) compare the roles of teacher and that of facilitator and propose that if an instructor is a teacher he or she tells and lectures from the front while a teacher as a facilitator asks and supports from the back. Hence, EE teachers are encouraged to be facilitators and use the learner-centred approaches that this study proposes in chapter 7.

2.4.3 The role of a learner in social constructivism

Learning becomes effective and relevant when learners are actively engaged in the class activities. It is argued that the learner plays a passive role when the teacher just teaches in the traditional way but plays an active role when the teacher facilitates the learning process and helps him or her to learn (Amineh&Asl 2015:14). Social constructivism is also considered as a theory of teaching because it approaches education in a different way from the traditional teaching approaches (Alipio 2014:68). The constructivist interpretation of learning is based on the assumption that learners carry individual experiences which are developed in their environment that may serve as a base to help them understand new concepts. In constructivist, learning is

facilitated by engaging learners in activities that involve hands-on or using project base activities. Alipio (2014:68) also posits that social constructivism also focuses on the relationship between people and their environment. It stresses that the individual interacts with the environment when the mind operates.

Social constructivism recommended that teachers engage learners in an active process of learning such as imitative learning or modeling because they enhance their ability regardless of gender to construct meanings (Ginga & Zakariya 2020:6). Social constructivism as a theory asserts that the learners' knowledge and understanding is a process of construction on which content is highly subjective and requires the use of a multiple systems or mental constructs (Alipio 2014:33). It is a philosophical approach about how learners come to know, understand and think based on the assumption that during learning the learners interact with the environment and their cognitive structures are placed in conflict while the knowledge is negotiated. In the constructivism learning environment, the learners are urged to work together, use different tools and when supplied with information that can enable them to confront what they learn (Alipio, 2014:33). Constructivism implies that the learners are encouraged to construct their own knowledge in truthful situations (such as being propagated in traditional textbooks) with others instead of in decontextualised, formal situations where they work on their own. The central idea behind constructivism is that the learners build new knowledge upon the basis of previous learning. In this way, learners will be equipped with the skills that are demanded in the labour market. This also means that learning does not take place only within a learner; nor is it a passive development of behaviours that are shaped by external forces in a learner (Marshall 2017:14). A more meaningful learning occurs when the learners are engaged in social activities that allow them to think for and about themselves. If the learners construct new knowledge out of the experiences that they encounter, then it makes sense for the teacher to grasp some part of their experiences and connect them to the knowledge to be taught.

Its application in the classroom shows that the learners can be grouped in such a way that those learners who understand the content work can work with the learners who do

not. This theory states that teachers and school principals should change their mind set and reshape their perspectives towards teaching and learning (Marshall 2017:14). It dictates that teachers should move from people who teach to people who facilitate learning (ibid). In order for a teacher to ensure that learners grasp concepts, he or she must be able to question their questions regardless of whether it is correct or wrong and allow them to explain the answers that they give. Social constructivism states that all knowledge develops when the learners interact with others, communicate and share such knowledge rather than use individual experience only (Amponsah 2014:66). Therefore, social constructivism assumes that learners attach meaning to the process of learning as they acquire new knowledge (Do Santos 2019:11). It also states that learners are required to actively participate in creative activities and self-organisation. They must be allowed to come up with their own questions and test them for viability.

Learners must also be allowed to perform open-ended investigations, solve problems with truthful and meaningful contexts (Mc Cabe & O'Connor 2014:3). Doing these activities enable the learner to explore and come up with supporting and conflicting conclusions where possible. In summary, learning occurs not through hearing or seeing rather primarily through interpretation as it is shaped by what is already known and is further developed through discussions. This would be the proof of the acquisition of learner-centred approaches that are encouraged to be developing entrepreneurial skills. When teachers do not have necessary capacity and skills that allow them to advocate the new ways, it implies that they lack skills too to accomplish their tasks. Lack of skills weakens their self-efficacy and as a result they may doubt their capability to adapt the changes of the new subject and policies. Hence, they will continue to engage learners in those activities that lead to memorising content. Social constructivism encourages collaborative learning. Here, learning is promoted through collaboration among the learners themselves and between a teacher and the learners.

According to social constructivists' view, learners learn more when they share their background knowledge and participate in collaborative activities which enable them to make meaning and build knowledge as a group (Lopes & Oliveira 2017:232).

Participating in collaborative activities allows the learners with different backgrounds and skills to arrive at a shared understanding of the truth. Such activities encourage creativity and foster high level thinking on the part of the learners. As a result, they take the responsibility of their own and of others' learning (Marshall 2015:28). Collaborative learning develops skills that allow them to participate and engage in social interactive activities. Collaborative learning has some benefits which are discussed hereafter. Firstly, it develops a high level of thinking where the learners work together and engage in the learning process rather than wait passively for the teacher to present some information to them. They work in pairs and develop valuable problem-solving skills (Amponsah 2014:66). Secondly, the teachers engage with the learners actively in the learning process. This increases the learners' retention of the subject content and they are likely to become interested in their own learning. When learning is interactive, it produces high motivation and participation which are likely to increase their attendance (Amponsah 2014:66).

Thirdly, collaborative learning builds self-esteem in the learners by helping and supporting each other, thus raising each other's level of performance which, in turn, increases the learners' self-esteem (Dos Santos 2019:11; Amponsah 2014:66). Fourthly, it develops valuable social interaction skills in learner which help the work together (Dos Santos 2019:11; Amponsah 2014:66). These are the skills that this study proposes for teaching EE that enable learner acquire employability skills. Fifthly, a major function of collaborative learning is to foster team building and maintain accountability of the individual learner accomplished through a variety of techniques and some forms of assessment to determine the learners' mastery of the learning material. This allows learning from peers as it shifts learning responsibility from a teacher, the authority, to the learner allowing the learners to demonstrate their own learning by helping each other (Dos Santos 2019:11). When learners learn by themselves, learning can be retained. This is because the learners do not depend on the teacher any longer. The learners who have a better understanding of the concepts and tasks explain these in simple terms (Amponsah 2014:66). This also allows the learners practise the roles that are useful to the world of work. When the learners work in groups, they may be

assigned some roles that encourage them to develop and practise the skills that are needed to function in the society and the real work world.

2.5 Conclusion

This chapter explained the frameworks that underpinned this study. It discussed the teachers' ability to select the use of appropriate teaching methods and strategies, the conceptual framework Pedagogical Content Knowledge (PCK) and theoretical frameworks. In PCK, the study stressed the teachers' knowledge of the subject matter, how to learners learn and the knowledge of teaching generally. This chapter also discussed the self-efficacy and social constructivism frameworks. The former refers to the teachers' beliefs about themselves in accomplishing the task of teaching, since it has an effect on teaching. The social constructivism theory refers to how the learners learn and how the teachers teach. It focuses on the roles played by the teacher and learner in the teaching and learning processes.

CHAPTER THREE

SCOPE AND NATURE OF EE IN THE LESOTHO CONTEXT

3.1 Introduction

This chapter presents the reviewed literature in relation to the teachers' classroom practices in preparing the learners for the world of work. It responds to the first and the fourth objectives of this study which focus on the scope and nature of the EE and the challenges that EE teachers face in teaching it respectively. It also deepens the understanding of the role that EE plays. The chapter further discusses the teaching methods and strategies recommended for teaching EE elsewhere and in the context of Lesotho.

3.2 The global perspective of EE

Globally, scholars of Entrepreneurship Education (EE) defined this phenomenon as the process of equipping learners with an enhanced capacity that will help them to generate ideas and the skills to make them happen (Ratten, & Usmanij, 2021; Jena, 2020; Mani 2015:1). This implies that Entrepreneurship Education equips learners with the additional skills such as knowledge, attributes and capabilities required to apply in the context of setting up a new venture or business. Entrepreneurship Education is believed to provide learners with understanding of concepts of entrepreneurship that train and motivate them to indulge into entrepreneurial activities in future (Mani 2015:1). The basic issue that may emanate from its definition may be considered later to be the basis for understanding and the conceptualisation of EE by the appropriate target audience through its contents and aims. On the other side, an Indian perspective by Gautam and Singh (2015:21) view it as the concept that is concerned with creating an attitude of self-reliance and opportunity-seeking for individuals. EE has been an involving concept over time and was adopted to respond to the high rate of unemployment in Lesotho (MoET

2009: 9).(Gautam & Singh, 2015:23) in his study mentions that EE was introduced in schools as one of the practical subjects that would help learners to exploit the opportunities that relate the knowledge acquired in the classroom to the outside world (world of work). In response to objective 1 (*c.f.1.10*), this subject can be used as a tool that is used to reduce unemployment if it helps learners to exploit opportunities of work outside school. This could be done through the inclusion of the learners' end of programme project with the intention to allow them to put hands on the real-life situation by establishing and managing business on their own (MoET 2009: 9). Although it is an alternative curriculum, it has been observed that it is adapted and taught in every secondary school in Lesotho. As it is shown in the previous chapter, EE teachers can only equip learners with these skills when they know the scope and nature of EE (PCK) (*c.f.2.2*).

It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours such as becoming creative and independent thinkers, risk takers, assuming some responsibility and valuing diversity (Gautam 2015:24). It is mandated to equip the learners with functional knowledge and skill to build up their character, attitude and vision. It has a vital role in developing the eco-system that promotes innovation (Gautam and Singh 2015:23). These are the skills that make learners get job because they are the skills that are demanded in the labour market. In Europe, Grecu and Denes (2017:2) view it as an education that provides individual learners with the ability to recognise commercial opportunities, self- esteem, knowledge and skills to act on them. They further argue that it involves moving towards self- employment and continues to become an increasingly important element of economic growth and development that many countries have to consider important. It is therefore essential to have teachers who can facilitate entrepreneurial mind-set and encourage self-employment for the learners, the PCK (*c.f.2.2*).

Taking EE as an establishment and management of business implies drilling the learners through a narrow scope of being uncreative as learners would just be copying what other people has done. In this sense, the learners are treated as objects hence

teaching becomes a mere task that needs to be completed. It becomes a mere task when teachers do not accomplish their tasks or goals daily (c.f.2.3). After all, most learners in primary and secondary schools have been born in this century and need the 21st century skills which are the core competencies to acquire in order to thrive in the world today (Gautam and Singh 2015:23). During this era, the learners need to be taught the content as well as the skills to evaluate information from a wider range of sources while demonstrating an understanding of and respect for diverse cultures. In China, Entrepreneurship Education is an important way for entrepreneurs to acquire resources, enhance innovative ability and innovative personality and build multi-level learning channels for entrepreneurs (Wei et al 2019:1). This is done by integrating various knowledge and value systems Entrepreneurship education cultivates innovative talents, which are an important driving force for future development (Wei et al 2019:1). On the other perspective, innovation is seen as an internal driver that relates to an entrepreneurial mindset; hence, it develops new products or entrance to new markets is the result of entrepreneurship education. From knowledge learning to skills improvement, Entrepreneurship Education is concerned with fostering creative skills that can be applied in practices, education and environments supporting innovation (Wei et al 2019:2). Without skills, the learners are left to memorise, pass examinations and relegated to passivity (Wei, Liu & Sha 2019:2). This is what is discussed in the previous chapter, (c.f.2.3) about self-efficacy that teachers need to be motivated in order to teach effectively.

In Nigerian perspective, Oluwadare, Taiwo & Adekunle 2016:63) view EE as an integrated syllabus in that it cuts across many subjects. This concurs with Malik and Malik (2011: 99) in India who define integrated curriculum as the teaching and learning of the curriculum in which the themes from different disciplines interrelate into one subject taught in schools. The objectives of EE include equipping the individuals with and creating in them the mindset that undertakes the risk of venturing into something new by applying the knowledge and skills acquired in schools (Ojo, Abayomi & Odozi 2014:11). As Alimuddin, Tjakraatmadja and Ghazali (2020:425) point out, teachers need to have special knowledge about the subject that they teach and to know how to present

it effectively to the learners. Teachers should have at their disposal a variety of ways to match the subject matter (content) in order to make it meaningful to the learners (*c.f.2.2.1*). In this way, the EE teachers would be able to prepare the learners for the world of work. EE has also been diversely defined by many scholars from different backgrounds and orientations. Some of them relate it to the acquisition of personal skills in entrepreneurship whereas others relate it to the formation of new business (Gautam 2015:24). It is a course that prepares the learners for entry into their advancement in jobs within the business, to handle their own business affairs and to function intelligently as consumers and citizens in the business economy (Ajisafe, Bolarinwa & Tuke 2015:208; Obiete, Nwasor & Ifeoma 2015:171).

3.3 EE in Lesotho's perspective

In the context of Lesotho, EE is a curriculum that draws its content from EE, ICT, Home Economics, Art, Crafts, technical subjects, Music, Drama and theatre (Grade 8 syllabus 2019: ii) (*c.f.1.6*). This curriculum is intended to develop the learners' creative and entrepreneurial talents which, in turn, should nurture and unfold the learners' creative abilities (Grade 8 syllabus, 2019: ii). It is intended to help the learners to generate ideas, concepts and solutions to the problems which are found in different contexts of their lives including the home and community. Contrary to the previous curriculum which was phased out, EE does not only equip the learners to establishing new organisations or businesses but it is also regarded as a strategy central to the solution of the problems of unemployment, crime, corruption that the learners or youths are likely to engage or be involved in (Central Bank 2012:2), so it shows relevance to the world of work (*c.f.5.4.3*). It also helps them to develop a general attitude in relation to vision, motivation, self-belief as well as drive and energy that can be usefully applied in the learners' daily lives and in their working activities (*ibid*).

Accordingly, EE can be defined as the process of applying knowledge, attitudes, skills and competencies into the real-life situation. These are referred to employability skills that are in demand in the labour market. In Lesotho, the researcher has standardised these definitions and developed the working definition of EE as the acquisition and

application of knowledge, skills and attitudes that are meant to nurture the learners' creativity (MOET 2016:49). It includes the activities that are important in nurturing entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation. EE is one of the prescribed practical subjects which schools have to adhere to (MoET 2016:49) because it can be used to reduce poverty and unemployment. Though schools are at liberty to choose any practical subject, EE is offered in all the schools because of its benefits. In order to let EE achieve its aims of inculcating entrepreneurial skills in the teachers they need to know the scope and nature of its content (Nketekete & Motebang 2008: 122). This answers the research question 1 accurately, about its scope and nature which relevant to the world of work. But when teachers are challenged to expand their content knowledge, they form defense mechanisms which can eliminate their motivation in order to broaden their cognition, causing a negative impact.

The Ministry of Education and Training has been following an examination-oriented curriculum since the arrival of the missionaries. This curriculum is referred to as the "pen and paper activity" and is characterised by a small-scale practical work by learners to fulfil the examination requirements (MoET 2009: 3). For all these years, Lesotho has attempted to introduce a curriculum which responds to the needs of Basotho, but these attempts failed (Raselimo & Mahao 2015: 1-2). From 2009, Lesotho decided to depart from the old education of the colony and to adopt an integrated curriculum which is intended to promote the practical application of concepts and skills in order to reduce the issues of poverty, unemployment and diseases as well as to promote self-reliance (MoET 2009: 3, 18). EE was also introduced with the aim of promoting and equipping the learners with creative and hands-on skills that may solve the practical challenges of life (Nhlapo, Moreeng & Malebese 2019:52). These objectives are aligned with objectives of the syllabus, EE (*c.f.* 1.6). The entrepreneurial skills that are demanded in the labour market include but not limited to office occupations, distribution and marketing occupations, accounting, business teaching, business administration and economic understanding

As an approach to teaching and learning, integrated curriculum encourages life-long learning and promote work-related competencies which may lead to the ability to solve practical (life) problems and to strive for self-reliance (Raselimo & Mahao 2015: 2). Engaging the learners in problem-solving activities is found to enhance the understanding of the concepts in the classroom and becomes easy to practice. It also provides an enabling environment for a more fruitful teaching and learning process to take place (Nhlapo et al 2019:53). EE plays a vital role in the lives of people in the present era. Businesspeople are also concerned about this phenomenon and think about the use of its concepts and techniques in managing their businesses. The argument is that EE should be taught through methods that help the learners to have insights into the real world rather than applying the traditional passive methods of teaching (Selepe 2016:11). The traditional passive methods are referred to teacher-centred methods. Another debate is on whether entrepreneurship can be taught and how it should be learnt.

In Grade 8, the subject builds on and consolidates knowledge and skills acquired in the previous grades whilst introducing some new concepts and content appropriate to the age of the learners in this grade. The importance and relevance of EE are the current issues in the world discussions today. This comes as a result of the fulfilment of the national goals that require the functioning implementation models and practices, especially in lower and upper secondary education (Odunaike & Amoda 2013:124). These national goals encourage the teachers to integrate employability skills into their teaching and find the best and most useful practices for doing that (MoET 2009:5). EE teachers cannot integrate employability skills into teaching when they use learner-centred methods. For the Lesotho education system to meet this expectation, there is a need to provide compelling learning experiences that connect all the learners to global labour markets, based upon a strong instructional merging of academic, technical and employability skills (MoET 2016:29).

On the other hand, Brauer and Ferguson (2015: 314-315) refer to it as an approach that uses cross-curricular means to produce knowledge and enhance the understanding of

concepts. As opposed to the examination-oriented curriculum, this integrated curriculum is believed to open the doors and opportunities for both teachers and learners using common themes and encourages the learner-centred pedagogy. It also bridges the gap between theory and practice (MoET, 2009: vii). It is also favoured because it engages the learners in learning and assessment as opposed to the former one which was judgemental, undemocratic and teacher-driven (teacher-centred).

3.4 The contextualising EE teachers' practices

Preparing the learners for the world of work requires consideration of numerous aspects (particularly teaching effectiveness) which are sometimes difficult to evaluate. These teaching aspects influence the ability to organise the lessons and to deliver it effectively in order to affect learning. In this context, the EE teachers' classroom practices are embedded in the teaching and learning process. Classroom practices can be categorised as beliefs that teachers hold about teaching and learning, since beliefs strongly influence classroom practices (*c.f.2.3*). Beliefs determine how and why teachers should adopt certain teaching methods as they guide decisions about instruction methods and the content to present. Research reveals that teachers' classroom practices can take different perspectives (Afshar & Ghasemi (2017:176). Classroom practices are also referred to a range of instructional practices and strategies employed to impart knowledge and skills that are manifested in diverse formats and structures and its effectiveness to make the learners eager to learn and to change the way of doing things (Yeping & Oliveira 2015:489). Yeping and Oliveira further point out that classroom practices incorporate life-skills to make the prevailing situation easy for the school-leavers at all the levels to be responsive to the demands of the labour market.

In this study the EE teachers' practices are contextualised in the teaching methods which are the means of the teaching and learning process which is the second objective of the study (*c.f.1.10*). Similarly, Lampert (2010:23) views teachers' practices as what actually happens in the classroom. He states that what is happening in the classroom is referred to as teachers' classroom practice, that is, what, when and how the teaching is

taking place. He further states that practice means what people do rather than what they think or know and describes practice as performing an opinion rather than having that opinion. This has brought a significant attention to the researcher to identify the most effective teaching methods that EE teachers used in order to reduce this gap and to help the learners to develop appropriate skills. Currently, industries need graduates that have real qualities and those that are capable of the responsibilities of teamwork, leadership skills, competence, the ability to identify problems and the best communication skills that lead to the efficient public relation (Okifo & Ayo 2015: 64). Hence, EE was adopted to help the learners to acquire these skills and to make them capable of facing the changing world of business rather than memorising the concepts without understanding (Albaqami 2016:1053). When learners are made to memorise concepts to pass examinations, no skills that are demanded in the workplace will be developed.

There is no single method of teaching that can be linked to the teaching of EE since it is a practical subject where both theory and practical part have to be learned concurrently in the development of relevant skills. Teachers should use practicable and participative strategies that facilitate effective teaching and learning in ways that ensure acquisition of knowledge and skills that are relevant to self-fulfillment and decent employment (MoET 2016: 79). Above all aims, MoET further envisage improved teaching approaches that increase the quality of education delivery which is one of the objectives of this study (*c.f.1.5*). Since jobs that are created now and in future require skills that will match situation, there is a need to shift from the traditional roles resulting from a shift in the type and demands of the job markets (*c.f.7.2.3.5*). Since EE is not static, that is, it changes with time, content, teaching methods and strategies need to be changed as well to match the demands of the job markets (Grecu & Denes 2017:2). The content and teaching methods have to be distinguished from the traditional business courses to innovation-driven development strategies that place new demands on EE. Wei, Liu and Sha (2019:2) say that EE is concerned with fostering creative skills that can be applied in practice in education and or in environments which support the innovation. Teaching

methods that can achieve this need have to be learner-centred as indicated in chapter (c.f.3.4.1).

Teachers are the ones who facilitate the process of knowledge transmission (teaching) by using appropriate teaching methods (means) that best suit specific objectives and levels of exit or output (Ganyaupfu 2013:29). This is the process that the EE teachers have to follow when preparing the learners for the world of work. Teaching is based on the principles of teaching which include the accomplishment of the educational purposes, the ability to select the learning experiences that are likely to be useful in the accomplishment of the selected objectives and to organise those learning experiences for effective teaching. Another objective is the ability to assess the learning experiences (Mohammed, Mohammed and Zarepour, 2012:560). These limitations inhibit the EE teachers' preparation of the learners for the world of work. This is the reason for the incompetency and unawareness of the importance of the subject matter which makes EE teachers indecisive and to avoid employing the appropriate methods of teaching in their classrooms. However, teachers are challenged to use the approaches that are recommended for the effective preparation of the learners for the world of work.

3.4.1 EE pedagogy

As indicated earlier that the teachers' classroom practices are rooted in the teaching and learning process, teachers use teaching methods and strategies to disseminate content to the learners. This concurs with Charity and Igwe's (2016:217) observation in their study that teaching strategies are the practice and refinement of the presentation which teachers use to make teaching more effective by using certain method. These teaching methods are categorised into two broad approaches: traditional or teacher-centred, (whereby knowledge is passively passed through the lectures and other passive approaches) and experiential approaches or learner-centred (whereby learners construct knowledge for and by themselves (Fulgence 2015:245). These are the approaches or teaching methods that are recommended for the teaching of EE to equip the learners with skills that are necessary for the workplace.

Teachers can control the process of teaching and learning by using the teaching methods (means) that best suit the specific objectives and the level of exit or output (Ganyaupfu 2013:29).The literature reports that with the inadequate understanding of the learner-centred methods, the teachers continue to teach in outdated, traditional ways rather than using the new ways of producing knowledge (*c.f.2.2*). In the study conducted by Nhlapo, Moreeng and Malebese (2019:94), implementation challenges are dominant in Lesotho and impinge negatively on the teaching of the Lesotho curriculum. If no cautions are taken, education system will be distorted by all these. Therefore, it has been established that for a better understanding of the learning processes of EE, teachers need to develop achievable and engaging strategies that facilitate more effective teaching and learning in ways that ensure the attainment of knowledge and skills relevant to self-fulfillment and decent employment (MoET, 2016: 79).

As it is indicated in the problem statement section (*c.f.1.7*), the EE teachers in Lesotho do not achieve these aims and goals of GoL as the learners are not equipped with skills that expose them to the demands of the workplace. The study assumes that the learners are taught theory so that they can pass the examinations (Thetsane & Matsela 2014: 629; Yosuf 2017:50). Therefore the relevance of this study is to bridge the existing gap between classroom learning and the actual practice, by reviewing the EE teachers' knowledge about the scope and nature of the subject, the teaching methods that they use in teaching EE and the challenges that they face in teaching it (Nhlapo 2018:690).The idea of including entrepreneurship in the education system has encouraged much interest in the last few eras. Despite this good idea, putting it into practice has posed significant challenges along with the stated positive effects.

Based on the researcher's observation, the EE teachers use survival strategies rather than the recommended ones because they struggle, and become frustrated and bewildered with the recommended strategies. They become frustrated because they are not competent in teaching because of the beliefs they hold about themselves (*c.f.2.3*). Even though these teachers may be found happy when they get jobs, the reality hits

them because they are overwhelmed or stressed with some aspects of their teaching which are not anticipated by the MoET. It has been identified from the situation analysis that there are still some existing challenges in the secondary education system that include, among others, the high drop-out rate. For this reason, secondary education consequently does not promote the learners efficiently through the teaching and learning process (MoET 2016: 50). Therefore, a more relevant curriculum which is responsive to the labour market demands was developed and followed in Lesotho secondary schools.

When teachers do not know about education policy or informed about this policy and its aims which are meant to give them the principles and guidelines about the curriculum implementation and assessment system, it puts teachers in danger. When teachers are not able to link the curriculum with assessment, they will not be able to formulate the approaches that would improve the teaching and learning processes (MoET 2016:30). This may be a challenge because the MoET indicated that teachers were not given any policy guidelines on teaching and learning materials that it was supposed to supply. EE has been facing a lot of challenges since its inception which has not allowed it to take its rightful position in pursuit of the youth empowerment. These challenges include lack the methods of teaching entrepreneurial skills and entrepreneurship, thus neglecting the creation of an enterprise culture in their learners (Egbefo & Abe 2017: 38).

These challenges are influenced by the use of teacher-centred methods. As the name implies, the teacher-centred method is an approach which is rooted in the positivist theory where knowledge is acquired only through a direct observation and experimentation (Yeping and Oliveira 2015:489). In this approach, learners are passive. They are mere recipients of knowledge transmitted by their teachers to them (Ahmed 2013:24). In this kind of teaching, the learners do not have any control over their learning because teachers make the decisions alone on the content to be taught, on the objectives, on the teaching methods to be used as well as on the forms of assessment (Ahmed 2013:24). Ahmed further confirms the assertion that the teacher-centred approach is the least practical approach. It is theoretical and encourages

memorisation. It does not apply activity-based learning that encourages the learning of real-life problems that is based on the applied knowledge (Thetsane & Matsela 2014:629). These are some of the issues that can be linked to the reasons why learners from Lesotho secondary schools do not fit into the workplace because they do not have the skills that employers need at the workplace.

Thetsane and Matsela (2014:628) observe that the traditional teaching techniques used by the teachers do not match the national goal of the curriculum, which is to prepare the learners for the world of work. They are inappropriate to the development of practical business skills hence, inappropriate for the teaching of EE. Vavrus, Thomas and Bartlett (2011:12) in their study showed that in the colonial period, teachers used the methods that develop the lower order thinking skills. They taught the way they were taught. This means that their preparation was not sufficient to make change. In a teacher-centred classroom, a teacher is placed at the top of the hierarchy and the learners expected to speak only when the teacher invites them to do. They follow a strict order, show respect for the teacher at all times and listen to the teacher's lectures (Vavrus, Thomas and Bartlett 2011:12). In the light of this, learning is seen as a task that is forced upon the learners by the powers outside their control.

Contrary to the teacher-centred teaching, the teachers use learner-centred teaching where they select and decide on what topics to teach. Teachers decide how to carry out all the activities around the content that is to be delivered to the learners. This is what is referred to subject matter knowledge discussed in the previous chapter (*c.f.2.2.1*). In the learner-centred approach, learning is based on the learners' understanding and engagement in the content being delivered to them (Maja 2015:131). Engaging learners into the content to be taught means they are put in front and their diversity is considered and taken care of. This approach is further argued to be leaving no room for interactive discussions among learners since the instructor is not in control of the class and is the only one who has the information. In this way, teachers have more responsibilities and they have no opportunity to meet the needs of the learners depending on their abilities.

Teachers who are well-organised provide the learners with opportunities and to use the methods that enable the learners to work on the problems that relate to the real world. These are the teachers who allow the learners to set personal goals that are relevant to the world outside the classroom and help them to understand the relationship between those goals and the outside environment (Albaqami 2016:1054). These ideas are different from the traditional teaching where teachers assume an autocratic position can control the learners' learning activities. Conversely, the EE teachers use teacher-centred approaches which the literature describes as the methods which transmit knowledge and depend on recall, rote learning, memorisation and repetition of the acquired knowledge (Thetsane and Matsela (2014:629). This seem to be case with EE teachers in Lesotho secondary schools because the findings revealed that they use rote learning where learners are forced to pass examination on the expense of gaining entrepreneurial skills (*c.f.6.3.2*). Profound and rapid changes are now taking place to replace the approach where teachers are not able to equip the learners with all the knowledge and skills necessary for them to perform in their personal life. This means teaching EE should not be a mere academic activity, rather be different from the past. Since future is not certain or predictable EE teachers have to develop skills in learners that will help them survive at that time. The teachers' challenges are dealt with in the following sections. If this kind of changes is left in the hands of teachers voluntarily, they may take it or leave it. The EE learning environment is restricted to the classroom. There is no opportunity to experience the demands of the workplace as Thetsane and Matsela (2014:629) indicated that learners are made to memorise the content and reproduce it in the examination room. This shows that there are still challenges in preparing learners for the world of work in Lesotho.

3.5 Challenges in teaching EE

As EE is new in the context of Lesotho secondary schools, teachers are faced with some challenges that impede learners to effectively fit in the world of work. As indicated earlier in chapter 2, EE teachers' practices are contextualised in the teaching methods and strategies used. These approaches and strategies must be effectively used in order to prepare learners for the world of work. The effective teaching and learning of EE is

the drive for the teachers to emphasise the classroom practices that provide the learners with the knowledge and skills necessary to contribute to the society (Abdelhak& Ladi (2019:11). They must be able to diversify what is suitable to an individual learner so that they are responsive to different situations (*c.f.2.2.2.2*). When they are able to diversify, they will use methods appropriate for each of the learners and this would also confirm the proper teacher preparation. Knowing the differences in learners, means knowing the teaching methods that are appropriate for each even and the provision of remedial where necessary. Teachers are not only challenged to identify and develop mastery of teaching strategies and actions for effective classroom practices but they are also unable to select effective strategies that match the appropriate occasion, individual learner and specific teaching situations as these relate to the learning outcomes (Mupa & Chinookeka 2015:125). When they are able to identify learners' diversity, they will be able to develop skills that learners need in future because they can match strategies with learners' abilities.

Within the context of the rising unemployment rates in a skill-controlled economy such as Lesotho's, the rising number of unemployed graduates is particularly worrisome. This is because they are not able to create jobs for themselves and for others as they are not equipped with skills that enable them to do so. This is confirmed by (Maimela 2015: 67) study that lack of entrepreneurial skills is no doubt, a contributing factor to the problem of the increasing rates of unemployment of the graduates. It is clear that employers are currently in need of people who possess the employability skills unlike in the past when people were not employed on the merits of their capabilities or their knowledge. It also proves the weakness of an education system offered in such a country. The rising rates of unemployment imply that graduates are not absorbed by the labour market. This concurs with Adebisi (2016:16) that the high rates of unemployment are attributable to the education system operation which fails to develop the learners' skills for employment opportunities.

3.5.1 Continuing professional development

Professional development is considered the key to classroom practices as it significantly influences and shapes effective teaching and learning and strengthens the teachers' knowledge of the subject matter (content). Therefore, if it is not considered important, teachers may fail to achieve the national or aims of Curriculum and Assessment Policy (*c.f. 1.5.*). Teachers' professional development is defined as a long-term process where teachers acquire teaching methodology in order to accomplish the learners' learning needs (MOET 2016:79). When EE teachers are provided with continuing professional development, that is, regular in-service trainings, they are updated with the recent teaching methods and strategies appropriate to the current situation. In this way, relevant skills that are needed can be developed in learners, hence they fit in the labour market. This process encompasses the knowledge of curriculum (*c.f.2.2.1*), that is, PCK which is the knowledge of how topics are structured within and across the curricula of different levels and the knowledge of curriculum materials as well as teaching pedagogies (Aimah, Rukmini, Saleh & Bharati 2019:1). This is also proved that GoL has shown its concern about teacher development plans towards an efficient education system that includes quality teachers that can produce skilled future citizens who can contribute in the growth of the country's economy (MOET 2016:79). When offered to teachers, it helps them to effectively select the learning experiences from which can be traced the accomplishment of the aims and objectives of the syllabus (*c.f.1.6*).

Evidence has been shown in Boakye and Ampiah (2017:2) study that the theoretical foundation that is used in teacher preparation is not adequate to train teachers sufficiently for the demands of the daily classroom life. Hence, teachers struggle with the emotional intensity of teaching as some of them teach in the schools that do not give adequate support to their teaching (*c.f. 6.4*). Consequently, van Wyk (2014:754) recommends that teachers' professional development should be regarded as the important resource for teacher education and training because it emphasises the professional capabilities and commitments of teachers. Training is important to both novice and experienced teachers to keep them with latest updates on the teaching methods. The length of time allocated for teaching constitutes teacher professional

development which might be inadequate (Dupreez 2018:2). Teaching practical subject should be awarded enough for it learners to do their tasks within the given time. While trying to be more innovative in their classrooms, teachers are not able to reach every learner and to deal with the problems of individual learners. Teachers are not able to identify the pedagogical problems for individual learners as classes are crowded (Abdelhak and Ladi 2019:9). Hence, individual learner is not attended to and this means no specific needs are met for him or her in this sense. As a result, learners will leave school empty-handed (no skills) because teachers are not able to identify and meet their individual needs.

3.5.2 Teacher preparation and inadequate training

Another challenge that impedes the learners' preparation for the world of work is poor teacher preparation and the lack of in-service training workshops (Abdelhak and Ladi 2019:9). The teachers' preparation should be effective from the start in order to enable the teachers to achieve the aims of the education policy. Teachers need to be offered training even during service in the form of workshops to help them update their current teaching-learning trends. This what (Abdelhak and Ladi 2019:10) argued that even the less experienced teacher, (the one who lacks knowledge, skill and experience) desperately need training on the new effective teaching methods and techniques in order to prepare learners for the world of work. Adequate training of the mind is argued by (Mupa and Chinookeka 2015:127) to be the acquisition of appropriate skills, abilities and competencies both mental and physical that need to be considered as the tools for the teachers to contribute to the progress of the learners. If teacher have a poor high school background and inadequate teacher training, they are not able to prepare the learners for the world of work.

For effective teaching and learning to take place, teachers have to have a strong teacher training background and adequate teaching experience. Mupa and Chinookeka (2015: 127) observe that experience is one of the major factors that contribute towards effective teaching. This is because experience is argued to increase learners' achievement which can be measured in doing well in tests or so because their teachers

can support them during learning. On the other hand, they further observed that freshly trained teachers are sometimes more effective than the more experienced teachers because they are still fresh with ideas from training which might be different from the experienced ones. They also argue that the quality of teacher training also has an impact on the teachers' teaching methods and teacher acquisition of skills. They propose that newly trained teachers have a lot to offer since they may have new knowledge, skills and experience which some experienced teachers with obsolete skills. The newly trained teachers are often inspired to change and to take orders from the authority (*c.f.* 6.4.4).

Despite the training that is offered in preparation for the teachers to teach the EE curriculum, teachers often show signs of confusion and struggle to apply new knowledge, especially the use of learner-centred methods in their classrooms. Maimela 2015:67 indicated that teachers encounter many challenges that include, among others, inadequate training which leads to confusion and attempts to cover too much content within a short space of time. In such manner, teachers prove their incompetence and inadequacy of the training that they have received which impact negatively on the side of a learner on the other hand. Another argument brought by her, is that teacher preparation programmes offered do not prepare teachers for the real task that they have to accomplish at the workplace. Consequently, more attention in these programmes seem to be is given to theory at the expense of practical skills which coincides with Thetsane and Matsela (2015:628) that EE teachers fail to balance theory with the practical parts of the curriculum. Student-teachers are often given the most challenging assignments to do and this forces them to work with little effort to foster their success because they even taught courses not related to what they will need in the field resulting into failing and dragging such courses (*c.f.* 5.4). Sometimes student-teachers are placed for teaching practice in the most remote schools which are hard-to-reach areas with insufficient resources and support. So, student-teachers do not do their teaching practice smoothly as some of the content may need resources that are not even available in such areas. They are isolated from the other colleagues, supervision and mentoring by those allocated to do so. There is also limited feedback on their

developing skills and abilities (Boakye and Ampiah 2017:3) which may impede them in excelling in their work, so is the learners they teach.

3.5.3 Learners' social background

The learners' social background is another challenge that has an impact on their achievement at school. The learners are the key-figures in the teaching-learning task, hence they have to be considered important in the process. Learning can also take place through the learners' background knowledge, understanding and skills that are related to the learning area (Li & Qui 2018:2). This means social backgrounds of learners play the key role in their learning and by moving outside the educational system (workplace) and attacking the persistent economic inequalities that exist outside school. Research shows that the parents' level of education has a direct impact on the learners' progress because they are the ones who take the initiatives to see to it that the children attain the educational goals (Li & Qiu 2018:2). This is referred to as background knowledge as a learner learns outside school premises. Therefore, if parents are not educated, some learners may drag behind others because of their background knowledge. The other challenge may be that the teaching and learning process is conducted in English, the official language, those learners with little or no English are expected to learn the same way as those who have been in class before (Burmakow 2016:2). This becomes difficult for these learners to connect new information to previous knowledge naturally because of their background knowledge. This prevents them from building connections like other learners in the classroom because teachers may have not been trained to reach these learners with limited school background. Burmakow (2016:4) supports this in that the learners without any basic background struggle to learn new concepts. These learners may also not be able to ask questions or take the responsibility of their own learning as prior knowledge is required to acquire new knowledge (*c.f.6.7*).

Lack of social background is may also impede learners need to develop an understanding of EE content and to understand how such content is organised and can be acquired Weimer (2013:4). When teachers do not engage them in their learning, the

learners may become less enthusiastic and resist to learn or to find things by themselves. The use of learner-centred approach may require them to do work on their own and if they lack social background knowledge they might not do well. When lacking this knowledge, they may develop some misconceptions about the new concepts which they do not really understand (Abdelhak and Ladi 2019:7) and if the learners are not introduced to these approaches to learning, they develop hatred and fear of learning and end up anxious. Sometimes the learners resist learner-centred approaches because they are not ready to become independent (Ganyaupfu 2013:29). When the teachers know how the learners learn (*c.f.2.2.2.1*), learners may not resist independence. Therefore, teachers may break these problems by communicating the reasons for learning the content and how to teach it(Weimer 2013:5). When teachers use teacher-centred approaches, they teach content to cover the time but when they adopt the learner-centred approaches, they teach content to accomplish the national goals (*c.f. 6.3.1*).No skills will be developed if teachers teach to cover content because they use lecture method which is intended to do so.

The reviewed literature shows the factors such as the parents' education as indicated earlier, the age at which the learners commence school, the household income levels, poverty and the learner's residential location (rural or urban). All of these factors influence the learning (Li & Qiu 2018).This concurs with Abdelhak and Ladi (2019:7) that when teachers are pressurised by the time constraints, they give the learners a lot of theory and inadequate practice. This denies the learners the opportunity to lay their hands on the activities that inculcate employability skills that are required in the workplace.The findings show that EE teachers complain aboutthe learners' reluctance to do their assigned in time, about both their poor attendanceand poor class participation as a result of their inability to express themselves. Learning becomes difficult when the learners lack prior experience or have insufficient support and modeling from their teachers. With respect to disciplinary understanding, the learners have difficulties in generating any meaningout of what is being delivered. With respect to the general academic skills, the learners may have difficulties in developing logical arguments and evidence to support their learning (Burmakow 2016:4). They often find it

hard to work with each other, to manage their time in doing complex work and to sustain motivation in the face of setbacks or confusion. This forces teachers to drill the learners to pass standard examinations that they seat for at the end of the programme.

3.5.4 Rote learning

Rote learning becomes another challenge that impedes the learners' development of employability skills. Pedagogical methods and approaches to teaching are also problematic when the learners are steered towards memorisation and rote learning because they are not encouraged to engage critically with the subject matter at hand (Thetsane & Matsela 2014:629; Yosuf & Hamdan 2017:50). When the education system is examination-oriented, rote memorisation and mechanical drills become the primary method of teaching. As a result, teaching becomes a mere academic action when no skills are developed in learners. When test scores and grades are what teachers use, teacher-centred remain the primary and the only method used to evaluate the learners' performance (Yosuf & Hamdan 2017:50) and this approach rarely produce the learners with creative and innovative abilities (Ali-Chand 2017:2). In Lesotho, the learners are also made to pass the standard examinations at the expense of skill acquisition as indicated earlier. For this reason, they cannot fit in the labour market with this deficiency because employers demand people possessing employability skills. Some school cultures influence the teachers to avoid the use of learner-centred approaches and follow the examination-oriented teaching approaches at the expense of acquiring skills. Studies have found that the traditional methods of assessment are examination-oriented strategies which, on their own, are not effective in measuring the individual learning (Loveluck, 2012:9). Time management is another factor that influences the teachers to follow rote learning which results from ineffective teaching in the classroom (Obiet et al 2015:11). It is argued that teachers need to manage their time effectively to cover the whole syllabus so that the learners may gain adequate content to tackle the examinations and life problems (Mupa & Chinookeka 2015:127). The effect of exam-oriented teachers affects the learners negatively in the long run.

Teachers rush through a great deal of content in each lesson in order to cover all the material of a fact-heavy syllabus because they avoid lagging behind other classes. This practice results in the learners having to memorise the content material and to reproduce it in the final examinations (Obiete et al 2015:170). This is evident from the findings of this study that learners where the learners remain unemployable after graduation. This practice is also argued to distort the education system as it does not address the demands of the labour market and the requirements of the curriculum(MOET2009:11). It is also evident from examination where a very small portion of the project is examined as practical while the larger part examines the theory. Relying heavily on teaching for the examinations makes it difficult to assess the affective areas and the practical application of concepts and skills in most subjects (Lebusa 2011:55).

The value attributed to the examination results which are based on rote learning and memorisation can be negatively decisive for a learner's future opportunities (Loveluck 2012:9). This kind of education system or practice increases the learners' burden and restricts their ability to learn through the most effective techniques (Kirkpatrick & Zang 2011:39). When the learners are over-burdened with homework and regular tests that exceed their normal capacities hence, they memorise knowledge and reproduce it to during examinations. They also tend to cheat during examinations and this is a common practice in secondary schools, universities and in the society as a whole that learners use in order to pass the examinations (Mupa & Chinookeka 2015:127). Besides, all learners are expected to pass the centrally administered and standardised state-examinations. The results of which are decisive for their further progress in the education system because they have learned to pass the examination, nothing else.

3.5.5 Poor coordination among the stakeholders

Another challenge that impedes the application of the learner-centred approaches is poor coordination among the stakeholders. Implementation of a new curriculum calls for support to those who put it into practice, and in this case, EE teachers. Dembele (2013:13) indicates that for the better implementation, there is a need for the curriculum

inspectors to offer support and monitoring for the implementation of the curriculum in every school whenever change occurs to the teachers. Provision of support to teachers may limit the problems that teachers encounter in their daily teaching and learning process as it will help teachers deal with problems and questions that are related to the curriculum implementation (Alaloul, Liew & Zawai 2016: 2690). However, the shortage and capacity of curriculum inspectors force them to monitor the EE teachers only in those schools that are easy to reach. The inaccessibility of most schools implies that some schools end up not being visited for the whole year. Furthermore, the curriculum designers need to provide different support for teachers with varying experiences and understanding of the underlying principles and structure of the curriculum (Aldrich 2019:2). Support influences the teachers' performance and the success of the implementation of the curriculum; it proposes efficient solutions to weak performance (Alaloul, Liew & Zawai 2016: 2690). In the context of Lesotho, curriculum designers seem to experience some problems in disseminating the new curriculum. This is argued by Nhlapo and Maharajh (2017: 1744) in their study that the curriculum officials are not specialists, rather office bearers who are not even involved in educational research. Hence, they are not informed about curriculum and its aspects. If these officials are not informed about curriculum change, they will not support teachers during implementation. Lack of support leaves the burden of the new curriculum on the teachers which keep them rigid.

There is also lack of support from other relevant stakeholders, such as principals who no longer use induction programmes for new teachers and this tends to impact on the new teachers' life-long development. This is supported by (Dembele 2013:15) that some teachers claim that the continual use of mentors or resource persons, face-to-face workshops, in-school or cluster support and in-class support for the new teachers is also required.

Ondigi (2012:1127) encourages additional educational programmes that are guaranteed for professional development growth in addressing different or new learning and teaching styles. He further posits that teachers should be provided with orientation and

regular in-service to enhance the learning of new changes in the teaching profession and the requirement or demands of the labour market. The support offered for teachers' professional development at the school level can generally come from the school head, the fellow teachers and or both. There are certainly head teachers who are committed to and are involved in the professional development of the teachers at their school (UNESCO 2011:9). Although the school heads may be involved in supervising the teachers, these head teachers are not well prepared to serve as the mentors in the teachers' development of the use of the learner-centred pedagogy (Ondigi 2012:1127). Hence, there also may not give enough support to teachers. It is also argued that teachers' expertise in their content areas may not be fully utilised in the classroom if they have not learned a variety of ways to teach their subjects, to address the learners' misconceptions of certain topics and to adjust to the areas of particular struggle in the curriculum (Maja 2015:245). For this reason they may not be able to prepare learners for the world of work.

3.5.6 Inadequate supply of qualified manpower

Another debate is on the lack of qualified teachers to be employed to teach EE. This is witnessed from researcher's observation there is always a small number of pre-service and in-service teachers. This results in the inadequate supply of qualified teachers in Lesotho secondary schools. The argument behind employing qualified teachers is that EE is a very specialised subject that needs to be taught by teachers trained to teach it (Emmanuel et al. 2015:4). Hence, the EE teachers must have gone through training to teach it. The findings of this study are that there is a shortage of qualified manpower in EE both at the secondary school level so that even those people who are not teachers by profession are engaged in the teaching of EE (*c.f.* 5.4.7). This situation is more pronounced at the tertiary education level and secondary schools. The shortage of qualified EE teachers gives room for unqualified teachers to be considered to teach EE.

It is argued that to inculcate entrepreneurial learning and competencies, the learners should be taught by qualified teachers who have positive attitudes towards entrepreneurship (Pihie & Bagheri 2011:3308). Some of the EE teachers implicitly

explain that they are also business-oriented and are running tuck shops and small businesses at home. Emmanuel et al (2015:4) argue that people who do not qualify are not professionals. They do not have competence in teaching the subject. It is also argued that not only can teachers use instructional practices in their classrooms that are mainly based on their own learning style preferences but that they are also aware that their own learning style shapes their classroom practices the way they prefer. When the EE teachers are not provided with clear guidelines about the real ways through which to improve their practices, there is a danger that teachers can focus on teaching for examinations and provide test-taking skills at the cost of teaching mastery and relevance to the world outside school as it is more difficult to measure skill (Kane, Taylor, Tyler & Wooten 2010:1).

The new graduate teachers are argued to not have competence and experience and to rely extensively on the traditional lecture method that benefits the teachers in that it enables them to cover a lot of content within a short time (Abdelhak & Ladi 2019:9). Schools in the most remote and disadvantaged areas often do not have access to quality teachers and the necessary resources to ensure efficient teaching and learning (Du Preez 2018:2). Sometimes remote and disadvantaged schools are not able to recruit competent teachers because of low entry or qualifications to teaching which the learners sought as a career.

3.5.7 Functions of content

As indicated in the previous chapter, the EE teachers have to be knowledgeable about the content that they teach. Being knowledgeable does not only refer to sequencing and structuring but it also refers to the ability to select the content for the development of certain skills that are necessary in the labour market. The current curriculum is mainly directed towards the skill development and attitudes that are relevant to the real world (MOET 2016:49). Pihie and Bagheri (2011:3308) claim that content should be related to the goals of the nation in order to prepare the learners for the world of work. While content knowledge is important and necessary, it cannot determine the EE teachers' ability to teach on its own. Therefore, teachers need to understand the content of the

subjects they teach so that they may use it to relate it to the learners' skills development to the various levels of ability (Maja 2015:131).

Content should be used to facilitate learning, to develop the skills which the EE teachers do not have. But when teachers such as the EE teachers teach merely to cover a lot of content rather than building or facilitating learning, such content has no use or serves no function in the classroom (Thetsane & Matsela 2014: 628). This is evident in EE classrooms where teachers use teacher-centred methods to cover the massive content and hurry to finish it and to be on the same level with other schools in the area. In such classrooms, teachers' practices are mainly teacher-centred and force the learners to be passive recipients of knowledge (Cam & Orug 2014:17). Skills cannot be developed when the EE teachers rush to finish what is planned for a certain time, overlooking whether learning takes place or not (Ahmed 2013:24). In this manner, the learners do not interact with content and one another because content is not used to develop the learning skills (Weimer 2016:43). Teachers have to develop the activities that bring entrepreneurship awareness and give local examples while teaching a particular topic and incorporating content in such a way that it allows participation of all the learners (Ondigi 2012:1122). Previous studies such as Thetsane and Matsela (2014:628) emphasised that teachers' main challenge in implementing EE in Lesotho is to make a balance between theory and practice, because they believe in covering content for assessment.

The implication is that content is now used for different purposes rather than facilitating learning. Using content to facilitate learning, would be the best means of learning business skills through direct experience and practice rather than covering it for testing purposes. Thetsane and Matsela (2014:628) further indicated that teachers claimed that there is a lot of content to be covered in EE within the three years of secondary education. When using the learner-centered approach, teachers use content to establish the knowledge foundation. Building on Weimer's (2013:119) argument, teachers need to change the function of content so that they do not spend their time in the classroom in favour of the comprehensive coverage of the material at the expense of ensuring the

learning and its application (Abdelhak & Ladi 2019:11). Therefore, content should not be used only to build a knowledge base. Rather, it should also be used to develop the learning skills as teachers opt for strategies that promote deep, lasting and more applied learning. Conversely, the EE teachers continue to use the teacher-centred approaches in the classrooms. These approaches are described as the means of transferring knowledge through recall, rote learning, memorisation and duplication of the teaching methods (Thetsane & Matsela (2014:629). These are some of the issues that can be linked to the reasons why the school-leavers from Lesotho secondary schools do not fit into the workplace. They are not exposed to the appropriate skills in the school.

Teachers are good only when they know the subject matter that they are supposed to teach. Lack of the subject matter on the part of the teacher can lead to lack of understanding on the part of the learners. The literature argues that a knowledgeable teacher can play a very decisive role in teaching and learning processes (Abdelhak & Ladi 2019:11). On the other hand, a teacher may know the subject matter very well but not be able to share it through the various activities.

3.6 Conclusion

This chapter focused on the concept of EE, stressing its nature and scope. The chapter further discussed the importance of EE to the learners. It contextualised this concept to the Lesotho situation. Lastly the chapter discussed the challenges that impede the teachers' effective preparation of the learners for the world of work.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

This chapter outlines the research paradigm, methodology and design that are used in this study. It discusses the study population, sampling, data collection tools, data processing as well as data analysis. Ethical issues (such as informed consent), credibility, validity and reliability of the study were also considered.

4.2 Pragmatic Worldview

The pragmatic paradigm is a philosophical worldview that underpins a mixed methods research (Creswell 2014:39). Pragmatists believe that there is objective and subjective truth. This philosophical underpinning focuses on the research problem and solutions to it, through different methods in order to understand the problem (Creswell & Creswell 2018:47). This implies that it focuses on what works in order to derive at the solution. There is a continuing debate about how researchers view the world or beliefs that they bring into investigation since there are two views of the world (constructing knowledge). Some people believe that knowledge is subjective while others believe that it is objective (Creswell & Creswell 2018:44). Basing herself on the assumption that collecting data through different approaches can provide a more-complete understanding of a research problem than using either quantitative or qualitative approaches only, the researcher decided to use the mixed methods approach (Creswell & Creswell 2018:54).

This study employed the pragmatic paradigm which mixes different data collection methods and data analysis procedures within one study. Pragmatic researchers propose that research is complete when they use any of the methods, techniques and

procedures that are associated with quantitative and qualitative research (Creswell & Plano 2018:44). The approach assumes that singular and multiple realities are open to pragmatic investigation and orients itself towards solving practical problems in the real-world (Creswell & Creswell 2018:44). In that sense, it allows the researcher to be free of mental and real-world constraints of research.

Pragmatic approach is concerned with the proposal that what works becomes the solution to the problem. Instead of focusing on particular methods, the researcher emphasises the research problem and uses all the methods that are available to understand the current problem (Creswell 2014: 28). As a philosophical underpinning for mixed methods research studies, this paradigm focuses on the research problem and uses different approaches to derive and understand it. The pragmatic approach to this study is associated with the strategies that are used for data collection in a sequential manner are drawn from both qualitative and quantitative traditions (Jason & Glenwick 2016:28). Pragmatism makes inquiries through both quantitative and qualitative assumptions. This is the use of mixed research methods.

In a mixed method study the researcher has the freedom to choose the methods or techniques that meet different purposes of the study. Pragmatists do not view the world as absolute unity (Jason & Glenwick 2016:28). The mixed methods approach was found to be appropriate for this study which was intended to understand what the EE teachers' teaching practices are and how they affect the learners' absorption into the labour market. The researcher constructed a questionnaire to collect the data on the teachers' attitudes from a large sample and then made a statistical analysis. In addition, face to face interviews were scheduled with a smaller sample.

4.3 Mixed Methods Approach

A mixed methods design was adapted for this study because using one approach was found to be inadequate for a complete understanding of the research problem and she used the strengths of both quantitative and qualitative approaches to collect and to analyse the data as well as to provide the best understanding of the situation that is

being researched (Creswell & Creswell 2018:57). With this mixed methods approach, the researcher wanted to examine EE teachers' effectiveness and knowledge of the learner-centred methods suggested for teaching EE. Mixed methods research is also defined as an approach to inquiry that involves collection of qualitative and quantitative data, interpretation and integration of both forms of data in the same study (Creswell 2014: 32). Similarly, van Wyk (2015:181) defines the mixed methods approach as also the type of research that combines elements of both qualitative and quantitative approaches for the purpose of breadth and depth of understanding and corroborating of the research problem. The researcher considered integrating strengths of both forms of data to develop a stronger understanding of the research problem or questions and to overcome limitations of each form (Creswell & Creswell 2018:297). In a sense, integration was used to gain a more insight into a problem mixing the quantitative and qualitative data since mixed methods combines data in one study. Data that is presented in this way, is both deductive (numerically) and open-ended (textual) in nature as it is collected using questionnaires and interviews.

The pragmatic paradigm makes assumptions about the nature of reality or ontology, on how such knowledge is constructed (epistemology), leading to the selection of the method, selection of the participants, data collection, analysis and interpretation that influenced the research process (Jason & Glenwick 2016:28). Since the researcher's view is that knowledge is both subjective and objective, she took the pragmatic stance in to examine the teachers' effectiveness in preparing the learners for the world of work through their own classroom practices. The researcher further adopted the pragmatic paradigm to avoid unproductive debates of traditionally presenting the world views of the constructivists (who believe in subjective inquiry) and positivism or post-positivism (with the notion of a single reality and that there is only one truth waiting to be discovered objectively) which dominate the debates in research (Creswell 2015:173). This is the reason for choosing the pragmatic paradigm which involves both constructivism and positivism. A combination of both qualitative and quantitative approaches proves that reality can be both objective and subjective.

In the context of this study, the researcher's opinion is that the EE teachers construct reality because they are the ones interacting with the learners and through their experiences. They can tell whether their practices really prepare the learners for the world of work or not. The researcher's second opinion is that teachers' practices are embedded in teachers themselves. Hence, the researcher opted to use a mixed-method approach with the assumption that the integration of qualitative and quantitative approaches can complement the weaknesses of each other. The opinion is both objective and subjective inquiries are commendable attempts to produce knowledge that best corresponds to, or represents, the reality of the EE teachers' classroom practices (Shannon-Baker 2016:322). The researcher decided that the combination of both qualitative and quantitative approaches can build complementary strengths and weaknesses of the two approaches (Shannon-Baker 2016:320).

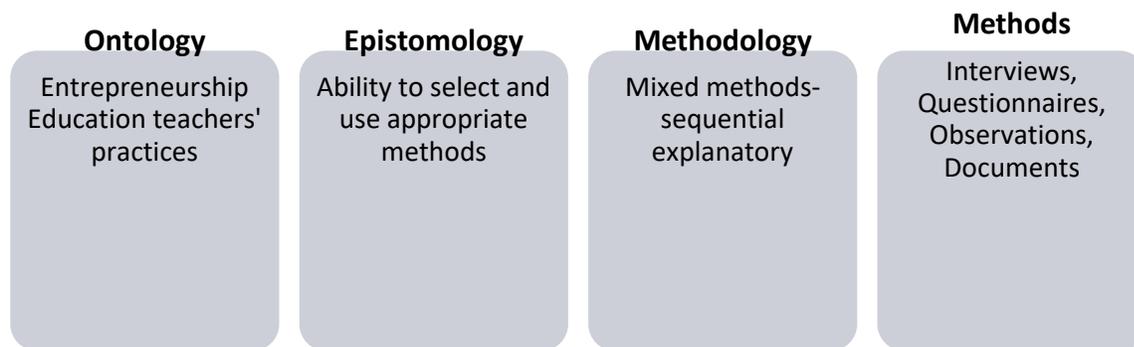
4.3.1 Justification for choosing explanatory mixed methods

There are several reasons for choosing mixed methods as an approach to designing a research study. For the purpose of this research, the explanatory mixed methods approach was adopted to explore the effectiveness of teachers' practices in preparing the learners for the world of work from both perspectives by using two or more data collection methods by using the sequential explanatory design and data collection methods such as questionnaires which was used in the first phase and were validated with qualitative data collection methods, such as interview schedule at a later stage. As van Wyk (2015: 179) indicates, this is a more comprehensive set of evidence for studying a research problem, rather than using either quantitative or qualitative research alone, emerges.

Since the researcher wants teachers to explain their own practices, she needs to use multiple world views and make generalisations about them, hence the use of the mixed methods. The researcher purposefully decided to use the combination of qualitative and quantitative data collection methods to explore the views of the participants about the challenges of implementing the new curricula but also uses open ended questions and questionnaire to identify the teachers' views on the scope and nature of EE as

prescribed, the teaching methods and strategies appropriate for teaching it. On the other hand, the researcher used quantitative and qualitative data collection and analysis methods for collecting data as a complementary approach. The qualitative phase is adapted to explain the numeric data collected through quantitative phase on the scope and nature of EE, teaching strategies, challenges that EE teachers face when teaching as well as how the contribution that the proposed framework addresses the challenges that EE teachers face. As a process of examining EE teachers' effectiveness in preparing learners for the world, research design is presented in a figure below:

Figure 4.2 Research design and methodology



Adopted from Maja (2015:15)

4.4 Ontology

The researcher's opinion in viewing the world drives or sets the paradigm to be used. Ontology is the study of the nature and forms of reality. On the other hand, Ansari, Panhwar and Mahesar (2016:139) define ontology as the perception or agiven viewpoint regarding the existence of human, society and the world in general and the relationship among them. It addresses the nature of the entities of the world and the assumptions of reality about them. They also assert that the two major ontological perceptions regarding the social world reality as: a reality is one where the researcher investigates a social phenomenon objectively while multiple realities co-exist in a social world (Ansari et al, 2016:139) which is the view through which the researcher explores the nature of the social world reality with the help of human experiences. From this perspective, teachers are the ones who have the experience of the reality of what happens in the classroom during the teaching and learning of EE. The mixed methods

approach enabled the researcher to obtain an intermediate ontological position acknowledging the fact that both the objective and subjective views of the reality are useful in a social science study.

The researcher acknowledges the importance of both objectivist and subjectivist views (on ontology) that measure the relationship in teachers' practices in preparing the learners for the world of work believing in the single view. She also sought the participation of teachers and teacher trainers who believe in the existence of multiple realities in a social world (Ansari et al 2016:135). Therefore, the reality of what EE teachers' practices are, are constructed by the teachers themselves.

4.5 Epistemology

Epistemology is concerned with the nature of reality and forms of knowledge as well as how it can be acquired and communicated to others. Epistemology is a theory that considers the legitimate intended knowledge and the relationship (interaction) of the knower to knowledge. It is related to the process through which the researcher may establish and determine reality. According to Ansari et al. (2016:135), epistemological position may be identified by putting the question: What is the relationship between the researcher and that researched? On the one hand, the researcher seeks knowledge and argues for it while ignoring his or her own perspectives.

On the epistemological assumption, reality is determined through the systematic scientific methods of inquiry as it may be the case with the ontological position taken for a research study (Ansari et al 2015:135). An intermediate viewpoint on epistemology was adopted acknowledging both the positivists and phenomenological approaches. The researcher takes an interpretivist position since she considers that reality may be understood through subjective views or realities where different meanings are assigned to the social actions. In the case of this study, teachers' practices can be better understood by investigating the meaning assigned by them because they are the ones who teach and interact with the learners (Ansari et al 2015:135). It has helped the researcher to examine, empirically, what teaching methods the EE teachers use and

what beliefs they hold to prepare the learners for the world outside school (*c.f. 1.10*). It also offered free room to the researcher to interact with the participants, with the opinion that the participants are part of the social world. Hence, they were useful to the researcher in gaining a complete understanding of the phenomenon being studied, in this case the teaching of EE in Lesotho schools, preparing the learners for the world of work.

The interaction between the researcher and the EE teachers did not only explore the teachers' opinions and their teaching methods but it also offered an understanding of the factors that are associated with effective teaching. This is in response to research question 3. The adopted epistemological orientation incorporates the practices and norms of the natural model of science or sees the world as interpreted by the individuals. On the other hand, the ontological orientation views reality as external and objective or as constantly shifts their dependence on creation by the individual. These two orientations provide stronger inferences through the depth and breadth in the answer to complex social phenomena (Creswell & Creswell 2018:48). In this study the researcher explored the effectiveness of the EE teachers in preparing the learners for the world of work. In a mixed methods study, however, the researcher may obtain an intermediate ontological position, acknowledging the fact that both objective and subjective views of the reality are useful in a social science study (Creswell & Creswell 2018:48). In this study the researcher acknowledged the importance of both objectivist and subjectivist views on ontology and measured the relationship between the teachers' practices in preparing the learners for the world of work and believing in the single reality. She also sought the participation of the teachers and the teacher educator, believing in the existence of multiple realities in a social world

Mixed methods procedures

After deciding on the mixed methods design, it is important to consider certain aspects of mixed methods that have influenced the use of the type of mixed methods followed in this study. These aspects include: timing, weighting, integration and theorising (Creswell 2014: 190). Timing (implementation) refers to the phase that begins the mixing or

collection. As the mixed methods approaches can be conducted in stages, the researcher decided to sequentially mix the methods for the current study (Creswell 2014: 190). Since data was collected in phases, the researcher planned to collect quantitative data first. It was collected from a large sample of teachers. Qualitative data collection followed. It addressed in detail some aspects of the question that need elaboration. In order to explain the numerical data collected through quantitative approach in a more detailed manner (Creswell 2014: 190). In addition to timing, the researcher has to consider is weighting or priority of the two phases. Weighting implies the priority that is given to either qualitative or quantitative approach. Priority can be given equally or differently (Creswell 2014:191). In the latter case, more weight can be put on either of these approaches. In this study priority or more weight was given to the qualitative approach for it explains the data collected in the first phase using themes that were generated from the collected data. However, this does not imply that the less dominant approach is not important to the objectives of this study. It only means that the qualitative data is the central dataset in the study and does not get the starring role in the study write-up. In this study, more weight or priority is put on the qualitative approach which is used to explain the results of a previously analysed dataset (the quantitative data). Mixing or integrating data is another procedure that was considered in this study. It refers to when the researcher can or decides to mix the two sets of data and how they are mixed either at the collection, analysis, interpretation or discussion stages (Creswell & Plano 2018:138). Sometimes data can be kept separately.

As indicated earlier the researcher used this design to better understand the research problem than when using one approach. The purpose of using the sequential mixed-methods approach is to provide a more complex understanding of a phenomenon (teachers practices) that would not have been accessible by using only one approach alone (Shannon-Baker 2016:321). The mixed-methods study enabled the researcher to obtain an intermediate ontological position, thus acknowledging the fact that both objective and subjective views of the reality are useful in a social science study. The researcher acknowledges the importance of both objectivist and subjectivist views of ontology that measured the relationship in the EE teachers' practices in preparing the

learners for the world of work (c.f.1.10), believing in a single reality (which is the demands of the labour markets in Lesotho). The assumption is that practices of EE teachers in Lesotho schools are related to preparing the learners for the world of work.

The researcher sought the participation of the EE teachers and teacher trainers with the belief that they are the ones involved in the training for and implementation of the EE (Ansari et al 2016: 135). The use of the quantitative approach alone could not provide a clear picture of the complex social world. The researcher clearly supports the new approach as the rise of the new one complemented the weakness and enhances the strengths of both the qualitative and quantitative approaches and offers the best of both worlds. The use of both qualitative and quantitative methods of inquiry in the same study is clearly advocated by the above statement. However, it is important to determine whether qualitative and quantitative methods of inquiry may be mixed in one study, owing to their apparent differences in respect of ontology and epistemology. The researcher used the mixed methods approach as a natural complement to traditional qualitative and quantitative approaches.

4.6 Explanatory mixed methods design

This notation indicates an explanatory mixed methods design in which the researcher implemented the two approaches in a sequence, that is, the quantitative phase occurred first and had a greater emphasis in addressing the purpose of the study. Then followed the qualitative phase used followed so that it could explain the quantitative phase findings (Creswell and Plano 2018:118). The explanatory design is a mixed methods approach where the data is collected in phases. The first phase includes collecting, analysing and interpreting data collected through the quantitative methods followed by qualitative methods aimed at explaining numerical data findings that cannot be understood by people who are not specialists in statistics (Creswell 2018:304; Leavy 2016:173). The explanatory design begins with quantitative methods, which are followed up by qualitative methods designed to explain the quantitative findings in depth (Leavy 2016:173). After analysing the data statistically, the researcher held individual interviews with the teachers so that they can talk at greater length about some of the

findings, explaining the teachers' personal experiences and describing their capabilities of inculcating employability skills in the learners. The explanatory design is most useful when the researcher and the research problem are more quantitatively oriented. It makes sense to start the procedure with a quantitative phase because the researcher knows the important variables and has access to the quantitative instruments for measuring the constructs of primary interest (Creswell and Plano 2018:137).

4.6.1 Data collection in explanatory mixed methods design

As indicated above, in an explanatory design data is collected in two phases: the first one being quantitative approach. The researcher planned to make a follow-up on the teaching methods that teachers used in the classrooms. The follow-up was made to examine the reasons for selecting the teaching methods and whether the selected methods they are used effectively. From that large population used in the quantitative phase, some teachers were purposively selected to participate in the second phase (Creswell 2018:304).

4.6.2 Quantitative Phase

It has been indicated that the sequential design is a two-phase approach, the researcher decided to use it with the explanatory design because she aims to explain the quantitative results. This design begins with the collection and analysis of quantitative data. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that the numbered data can be analyzed using statistical procedures (Creswell 2018:28). Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing the theories deductively, building in some protections against bias, controlling for alternative explanations and being able to generalize and replicate the findings.

4.6.3 Data collection

Questionnaires are the most widely used quantitative design method of data collection in the social sciences where standardised questions that can be analysed statistically

(Leavy 2017: 101). This design allowed the present researcher to collect data from a large sample and to generalise the findings to the larger population from which the sample was drawn. In this study, the researcher concluded that EE teachers in Lesotho do not prepare learners for the world of work. Leavy further points out that questionnaire are normally used to ascertain the individuals' attitudes, beliefs and opinions of their experiences which can be ascertained only from the respondents. This information is subjective because it ascertains attitudes from individual on different experiences. For this study, questionnaires were used to address the EE teachers' knowledge and effectiveness of use of the teaching methods and strategies in teaching (second objective of the study), the scope and nature of the EE as a prescribed syllabus (first objective) as well as the challenges that EE teachers face in teaching EE (*c.f. 1.10*). The researcher decided to use a questionnaire because it collects the data which provides a quantitative or numeric description of trends, attitudes or opinions of a certain population when studying such a sample. It includes cross-sectional and longitudinal studies with the aim of generalising from a sample to the whole population (vanWyk 2015:49). Data from questionnaires can also be objective because they can be ascertained elsewhere. Questionnaires are the primary data collection tools in quantitative research.

4.6.4 Data collection and procedures

It is also explained that a questionnaire is designed to get data from a large audience within a short period and it can be useful to allow the respondents to remain anonymous while they divulge information that they would not disclose or feel uncomfortable to disclose in a face-to-face setting. As questionnaire is geared towards analysing the respondents' attitudes and beliefs, the respondents were asked to rate their selection the alternative scenarios using the scale of the provided alternatives. A Likert scale is a question sort of, on a five point or any number scale ranging from strongly agree, to strongly disagree (van Wyk 2015:325). The Likert scale was used to make complex views of EE teachers simple to understand EE teachers' holistic view from teachers. The questionnaire is also a cost-effective tool as it is used to collect data from a large audience and can be useful if carried out several times so that trends may be

discovered (van Wyk 2015:325). They are also straight forward to analyse and give the respondents the time to think about their responses as they are not required to answer immediately.

For the quantitative phase of this study, the eligible population is refers to all EE teachers in Lesotho secondary schools of which sample of 188 EE teachers was used, specifically because they are the implementers of the EE syllabus and are experienced in preparing the learners for the world of work. From the 188 identified teachers, none of them denied participating in completing the questionnaire, that is, all the 188 teachers returned their responses. In relation to the demographic information from the respondents, 65 were male while 123 were females. The most frequent teachers in the teaching profession and with the highest qualification are females. These variables were explored to identify their influence on the effectiveness of the teachers' practices in preparing the learners for the word of work. The two main types of statistics in quantitative approach were used to analyse the data; these are the inferential and descriptive statistics. They were used to analyse the biographic information of the teachers, the scope and nature of the EE curriculum, the teaching methods and strategies used in teaching EE, the ability and effective use of the learner-centred methods, the selection of appropriate teaching principles as well as the effects of some factors towards the use of the learner-centred methods.

This was done to determine the effects of all these factors in relation to the teachers' teaching practices used to prepare the learners for the world of work. It was done to examine whether the biographic statistics were related to the level of knowledge, the level of training and the practice followed in the implementation of the learner-centred approaches or not. The data was collected through closed questions and analysed through the Likert scale. This study applied descriptive and inferential statistics, using the Statistical Package for Social Science (SPSS) version 20.0 to analyse the data analysis. The quantitative approach also showed the correlations or relationships between the predetermined variables which were used in this study. A questionnaire refers to any set of structured self-completion questions used to collect data. It consists

of a set of questions used for research purposes. It may collect demographic information, personal opinions, the facts and attitudes from the respondents. This option offers the respondents the ability to air their thoughts on a particular subject matter considered in the questionnaire.

The questionnaire is a form of enquiry that has a systematic arrangement of questions that are given to the respondents to solicit data for a study (van Wyk 2015:315). Though it can be used as a qualitative design by constructing open-ended questions, in this study the researcher constructed closed-ended questions with the aim of keeping it quantitative. As it can be administered in or without the presence of the researcher, in this case the researcher distributed the questionnaire to the teachers from various schools before their central quarterly meeting started and requested them to leave them with the HoD of the concerned school (where the meeting was held) for collection by the researcher the following day. This was done to allow the teachers an opportunity to read and answer the questions in the relaxing manner (van Wyk 2015: 316). The researcher regarded it as the most appropriate and dependable tool to extract data from many people because it is so easy to use and allows the respondents to respond with or without conferring to the given responses. The time to answer the questions is not usually fixed like it is in the case of interviews. Responses expected under this were somehow rigid because respondents were not given the opportunity to freely explain their responses even if they would prefer to because they were instructed to just tick, place a cross, shade, circle, underline or bold the appropriate answers.

The questionnaire that was used focused on the perceptions, scaling and rating scales that yielded quantitative data as the measurement and the specification depended on several factors. The researcher distributed the questionnaire to the respondents personally and was available to make some clarifications on how to answer the questions and to collect the copies of the questionnaire as the teacher completed them. The researcher opted to use a questionnaire because its response rate is high and clarifications can be made where the need arises. It provides structured and often

numerical data from a large sample. It can be administered without the presence of the researcher and is often straightforward to analyse.

However, the respondents were not able to air their views because of the adopted design. Because of its economical and widespread advantage, questionnaire saved time and the efforts of both the researcher and the respondents. The researcher was able to contact many EE teachers as it covers a larger group of people at the same time hence it can be useful to let respondents remain anonymous to divulge information that they would not feel comfortable to disclose in a face-to-face setting (Creswell & Creswell 2018:215). They were straight forward to analyse and give respondents time to think about their responses as they were not required to give the answers immediately. The questionnaire helped the researcher to deal with the data in a simple fashion because the responses were easy to compare, code and analyse.

It is important to measure accuracy and consistency of measurement research instruments (Creswell & Creswell 2018:215). Since questionnaire uses a predetermined set of questions to collect data, the structured questions were set to collect data about the regularity (how often teachers use the various practices and their knowledge of the learner-centred methods in preparing the learners for the world of work (Bolarinwa 2015: 196). Teachers were asked to answer the questions in each section by selecting an appropriate answer on a Likert-scale, ranging from 1 to 5: 1 (Strongly agree), 2 (Agree), 3 (Uncertain), 4 (Disagree) and 5 (Strongly disagree). Other items were on the selection of the regular use of the learner-centred methods, 5 (Never), 4 (Rarely), 3 (Occasionally), 2 (Frequently), and 1 (Very frequently). The questionnaire was the instrument chosen for the cross-sectional questionnaire (quantitative phase) of this study for reasons which have been outlined earlier. It consisted of six sections with close-ended questions which made use of various Likert scales as indicated above. The questionnaire was divided into seven sections, that is, sections A – G. Section A, which consists of demographical information: gender, qualifications, number of years in the teaching profession, training offered. The scope and nature of the EE syllabus (section B), teaching methods and strategies used in EE (section C), teachers' ability to select

and use the learner-centred methods effectively (sections D and E), teachers' ability to select the appropriate principles for the EE (section F) and the challenges facing the use of the learner-centred methods (section G) (*c.f. 1.10*).

The first phase of data collection, discusses the construction and administration of the close ended questions as a quantitative approach. The EE teachers from the three regions of Lesotho were selected as the respondents and were given questionnaire to complete in the absence of the researcher. The researcher distributed the copies of the questionnaire to the respondents who were expected to fill and return the following days, the researcher collected the questionnaire from the teachers' respective schools. Teachers responded to the questions in the absence of the researcher who might feel tempted to interpret questions to the respondents as it would increase interviewer bias and there might be some degree of personal contact as the two parties would be interacting.

4.6.5 Sampling for quantitative research phase

As indicated earlier, the researcher employed a quantitative approach to cast a wider net which enabled her to target all EE teachers in Lesotho in their respective monthly meetings (associations' meetings) as teachers are hard to locate in their own schools. This approach was also used as a way of obtaining a sub-sample for a larger population for a further, in-depth, investigation. Population refers to all the elements that meet the criteria to be included in the study (Leavy 2017:110; Creswell 2014: 204). The researcher adopted this method of sampling because it is representative. The population was also chosen on the basis of convenience and availability of EE teachers within the respective Teachers Associations in the different parts of Lesotho. Bias was also considered by the researcher by checking whether all the responding teachers (the respondents) had responded and returned the questionnaires so as to generalise (Creswell & Plano 2018:212). In this case all respondents responded and returned the distributed questionnaire (Creswell & Plano 2018: 267).

The design uses both different or the same group of people. In this case, the teachers that participated in the quantitative phase are the ones who participated in the qualitative phase (Edmond and Kennedy 2017:196). The difference with the sample is that the quantitative approach uses a smaller sample while the qualitative phase uses a larger sample.

4.6.6 Validity and reliability of the questionnaire

One of the most common tasks often encountered in social science research is ascertaining the validity and reliability of a measurement tool to find out whether it actually measures the intended research concept or construct (van Wyk 2015:202). Reliability is the extent to which the measurements are repeatable when different people perform the measurement on different occasions under different conditions, supposedly with alternative instruments which measure the construct or skill (Kubai 2019:2). This implies finding out whether the measurement tools used provides stable and consistent responses. The ability to identify this, needs skills and knowledge of validity and reliability test analysis, that is, the researcher must have the prerequisite to understand the principles that underline validity and reliability testing of a research measurement tool. Reliability refers to the ability of the questionnaire to produce the same responses if it can be assessed under the same conditions (Li Yue 2016: Bolarinwa 2015:195).

A questionnaire is one of the most widely used tools to collect numerical data. Its main objective is to obtain the relevant information in the most reliable and valid manner. Therefore, the accuracy and consistency of a questionnaire is a significant aspect of research methodology and they are known as validity and reliability. Validity is an instrument that is used to measure the accuracy of what it is supposed to measure. Since teachers had to understand the topic to understand and respond to question, the researcher asked an expert to check the content of the questionnaire to see whether it covered all the aspects of the construct being measured. That was face validity or content validity as no confusing or leading questions had been constructed. It measures an existing attribute which is methods but these differ in terms

of usage or regularity, how often they use these teaching methods and when interpretations or inferences are made from the data implies appropriateness and adequacy. This proves that evaluative judgement was applied in the study.

4.7 Analysing quantitative data

Quantitative data was analysed through two main types of statistics: the descriptive and inferential statistics. This first phase (quantitative) of the study was followed by the collection and analysis of qualitative data in order to explain or expand on it. The subsequent qualitative phase of the study is designed so that it follows from the results of the quantitative phase. The quantitative research phase examined the frequency and use of the learner-centred methods of the EE teachers was explained through the individual qualitative interviews with the teachers. Data was collected from the respondents using structured questions and presented using statistical analysis such as tables, pie-charts which are descriptive and inferential analysis. These were used to describe results of measuring single variables and constructing and evaluating them on a multi-item scales (Likert scale) (van Wyk 2015: 331). The descriptive statistics, cross-tabulation and frequency counts were used to analyse the EE teachers' biographic information on different Likert scales (Creswell & Plano 2018:477). The Likert scale is a set of statements offered for a real or hypothetical situation under study for a respondent to choose from (Joshi, Kale, Chandel & Pal 2015:397). This Likert scale is rooted or construction in relation to the study objective number 2. The descriptive statistical method and inferential analysis were used in this study. They are the tools that enabled the researcher to understand the essential quantitative data analysis tools in the area of descriptive statistics (van Wyk 2015:389).

4.7.1 Descriptive statistics

Descriptive statistics was used in this study to present and analyse quantitative data that was collected through a questionnaire. In this study, the patterns or effectiveness of EE teachers' practices were determined through these parameters (van Wyk 2015:388). The descriptive averages and numbers that are used in this case are in effect of descriptive statistics. Descriptive statistics measures the central tendency which

presented in tabulations, percentages, charts, means and the standard deviation (Leavy 2017:110). The level of knowledge and practice on the implementation of learner-centred methods for each aspect were analysed with descriptive statistics which showed the frequency (distributions or patterns), percentage and the mean values.

Descriptive statistics aims at describing a situation by summarising the information in a way that highlights important numerical features of the data. Descriptive statistics measures frequency or the spread while inferential statistics is a form of reasoning that aims at making or drawing conclusion or generalizing (about) some numerical character of a population when only a sample is given (van Wyk 2015:391; Leavy 2017:110). Inferential statistics allows one to make inference about the population from the sample data. The biographic information of the teachers is presented in a tabulation form in relation to the gender, number of years in the teaching profession, the number of years in teaching EE, academic qualifications obtained, the highest professional qualifications, the training received and the level of training for each EE teacher who participated in this study. Under descriptive statistics, data can be analysed using tables, bar charts and histograms and pie charts. In this study descriptive statistics was used to find the frequent use of, familiarity of EE teachers about these teaching methods and strategies. It also helped in managing a lot of data in a manageable form. Presenting data as raw as it may be, would make it difficult for interpretation. This is done to achieve objective 2.

4.7.2 Inferential statistics

The relationship between knowledge of the practice of all the aspects of the implementation of learner-centred methods was analysed through inferential statistics, using the Pearson correlation method as the dependent and independent variables, and they were represented by the interval scale (Jason & Glenwick 2017:126; Edmonds & Kennedy 2017: 98). An Analysis of Variance Test (ANOVA) was applied to show the difference between the demographic factors on the dependent variable. The ANOVA is a statistical technique that is used to compare the groups on possible differences in the average (mean) of the quantitative (interval or ratio, continuous) measure (van Wyk

2015:411; Leavy 2017:113). The variables that allocate the respondents to the different groups are called the *factors*; an ANOVA can involve one factor (a one-way design) or multiple factors (a multi-way or factorial design). The term ANOVA also refers to the partitioning of the total variation in the outcome variable into parts explained by the factor(s) that are related to the differences between groups, so-called explained or between variation (Jason and Glenwick 2017:126; Leavy 2017: 113; Creswell 2014:209) and a part that remains after taking the factor(s) into account, the so-called residual or within variation.

4.7.3 Inferential data computed

The provider of tools for inferential data analysis is interested in studying a given sample and drawing the inference, that is making deductions or generalisations on the population from which the sample was chosen (Creswell 2014:209). Questionnaires were distributed to a group of teachers randomly split into categories: those who have been in the teaching profession for 10-20 years, 21-30 years as well as those who have been there for more than 30 years (30+). The sample was also split into those who have been teaching EE for 10-20 years, 21-30 years and 31+. The sample was further subdivided according to whether the teachers were trained or not. The level of measurement of the variables and assumptions of the test played an important role in ANOVA where the dependent variables (questions in each section) were continuous (interval or ratio) and the levels of measurement which were compared to the independent variables (demographic information) in ANOVA were categorical. ANOVA assumes that the data is normally distributed. It also assumes homogeneity of variance which means that the variance among the groups is approximately equal. ANOVA also assumes that the observations are independent of each other (Leavy 2017:110).

4.7.4 Biographical data

The one-way analysis of variance (ANOVA) was used to determine whether there are any statistically significant differences between the means of the two or more independent (unrelated) groups (although one tends to see it used only when there is a minimum of three, rather than two, groups) (Fallon 2016:17). ANOVA was used to determine the correlation between demographic information with categorical information

(gender, number of years in the teaching profession, number of years teaching, highest qualifications, training offered as well as training level) of the EE teachers has some impact on the questions in sections B, C, D, E, F and G. The one-way ANOVA compares the means between the groups that one is interested in and determines whether any of those means are statistically significantly different from each other.

This ANOVA was used on the EE teachers as well as the male and female teachers with different categories on sections B, C, D, E, F and G. ANOVA is a statistical technique that is used to compare groups on possible differences in the average (mean) of a quantitative (interval or ratio, continuous) measure. Additionally, ANOVA was computed to identify the significance of the male and female teachers' responses given in comparison to sections B to G of the questionnaire. It measured and analysed the equality of the means of three or more groups. It was used when all the variables of a sample in all the sections were measured under the different variables in section A at different points in time. The two-way analysis of variance (ANOVA) is an extension of the one-way ANOVA that examines the influence of the female and male teachers as independent variables on one continuous dependent variable (van Wyk 2015:388). It does not only assess the main effect of each independent variable, but it also assesses whether there is any interaction between the male and female teachers. The purpose of ANOVA is to test whether there is any significant difference between the means of two or more groups. Another inferential statistics used to analyse quantitative data for this study was a t-test which was run on the questions in all the sections to ascertain the trend of the EE teachers' response to all the sections and in all sections (van Wyk 2015:411).

4.7.5 t-Test computed

A t-test is a type of inferential statistics which is used to determine whether there is a significant difference between the means of the two groups which are related in some features (Kenton 2018:1) It was used in this study to compare how the female and male EE teachers responded to sections B to G and only section It was used to determine the significance between the female and male EE teachers of using the teaching methods

that can equip learners with skills that are demanded in the labour market. One sample t-test table was used to determine the significant difference between the agreement and disagreement on the Likert agreement scale. One-sample t-test looks at whether the mean of data from one group is different from the specified value. All the significant values (these are the p-values) are $<.05$ and therefore significant (Leavy 2017:110). From the one-sample test, the t value was calculated by dividing the mean difference by standard error of the sampling distribution of differences. The degrees of freedom (**df**) are calculated by adding the sample size. The SPSS uses the **df** value to calculate the exact probability that a value of “**t**” is as big as the one obtained (Fallon 2016:17;Leavy 2017:110). This could occur if the null hypothesis were true. The SPSS also used the two tailed value when no prediction was made about the different groups. In terms of the presented data, the SPSS had already calculated the significant value of **t** and **df** respectively. The confidence interval indicates the boundaries within which the true mean difference is likely to lie. The key interest is whether the significant two tailed value is greater or less than $.05$.

4.8 Qualitative Research Phase

The qualitative research phase is an approach used to explore and understand the meaning that the individuals or groups attribute to a social or human problem. It involves the emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from the particular to general themes and the researcher making interpretations of the meaning of the data (Creswell 2018:22). In this study, the researcher explored the EE teachers' teaching practices in preparing the learners for the world of work. The individual interviews were carried out in the teachers' schools. The researcher made interpretations of what teachers said and the importance of rendering the complexity of a situation. This design can also be used when the researcher uses quantitative study findings on a participant's characteristics to guide purposeful sampling for a qualitative research phase. Therefore, some of the EE teachers who responded to the questionnaire were purposively selected and interviewed, using the same research questions and concepts to gather extensive information (Creswell 2014: 269; Creswell & Plano 2018:136).

In addition, there had been an observation of the EE teachers in response to the research questions of this study. They were asked about the effectiveness of their classroom practices in preparing the learners for the world of work (*c.f.1.10*). A qualitative approach involves understanding how individuals make meaning of their social world created through social interactions with the world around them (Leavy 2016:124; van Wyk 2015:167). The researcher seeks to interpret this reality from the participants' point of view as they have lived experiences. A qualitative approach encompasses several research traditions that hold as their core assumption that reality is socially constructed and multiple (Creswell 2018:22). The qualitative component of this study consisted of open-ended questions that asked female and male EE teachers about their everyday lived experiences in their workplace.

Therefore, to elicit the EE teachers' perspectives on the effectiveness of their classroom practices and experiences on the same issue, interviews were designed and conducted with teachers individually. This allowed the researcher to ask questions on complex issues and eventually, to learn more about contextual factors that relate to individual experiences. Six classroom teachers and two teachers' trainers were purposively selected as sample for this study because the population was too large, and the researcher wanted to produce the findings that presented the population entirely (van Wyk 2015:222). They are believed to have a knowledge and expertise regarding the preparation of teachers for the teaching of EE and to prepare the learners for the world of work. They were involved in the implementation of the subject area while the teacher-trainers were involved in the training of these teachers. From each regional association, one teacher was selected from urban schools while the other was selected from the rural schools with the hope that their practices were not the same due to the accessibility of the resources (Leavy, 2017:110). The sample size in the qualitative research phase was not statistically determined because collecting comprehensive and rich data is the basis of the selection and not the representativeness. In this phase, the sample size is directly correlated to the nature and purpose of the research problem, the data collection strategies and access to information-rich cases (Creswell & Plano

2018:269). Hence, the interview schedule was set on the four research questions of this study (*c.f.1.10*)

4.8.1. Selecting a sample for the qualitative phase

As the researcher's intention was to use a sequential explanatory design, the participants who typically represented the different groups were selected from the various (Creswell and Plano 2018: 349) to explain their classroom practices through in-depth interviews. Therefore, the researcher used the initial quantitative research findings to inform aspects of the qualitative data analysis. As the teachers had been selected from the southern, northern and central parts of Lesotho, maximal variation sampling (depending on the location of the school) was achieved. The researcher finds that it too costly and inconvenient to collect the data from the entire population. Therefore, six EE teachers and two teacher trainers were used as the sample for the qualitative research. Sample is defined as the selected groups of elements which can be individuals or groups of people who meet the eligibility criteria from the population (Creswell 2014:22).

The participants were characterised by their qualifications, teaching experience as well as the type of school they were teaching in. These factors were considered as the foundation for the criteria used in selecting the EE teachers purposively (Creswell & Plano 2018:269). Purposive design is argued to provide rich information for in-depth investigation for the study. Therefore, the design is also chosen because the researcher wants to develop a rich or dense of teachers' practices in relation to preparation of the learners for the world of work rather than using other sampling techniques that support general data (Creswell & Plano 2018:476; Creswell 2014:204). These teachers determine credibility and richness of data from the teachers who were trained in and taught Bookkeeping and Commerce before and teachers who were trained in EE and the teaching of EE. Teachers were trained in none of these. Purposive sampling was also used because it is straightforward and has opportunities for the explanation of the quantitative results in a more detailed manner.

4.8.2 Administering unstructured interview schedule for the study

An interview is a data collection technique or tool involving oral questioning, either individually or as a group (Creswell & Plano 2018: 269). It is a face-to-face conversational engagement between two people where questions are asked by the interviewer in order to elicit responses that can be analysed within the qualitative research situations (van Wyk 2015:295). The major objective of qualitative interviewing is to enable the researcher to measure what the interviewees say so that they can capture the information and interpret it in the research analysis. The interview, as a research technique, consists of questions by the interviewer and oral responses by the research participants. For this study, the researcher sought to examine the EE teachers' classroom practices in preparing the learners for the world of work. Individuals are interviewed some length to determine their ability or capacity to prepare learners for the world of work (Creswell & Creswell 2018:54).

The researcher decided to gather the data by using unstructured interviews with the EE teachers in a quiet room, (free from any disturbances) that is, where they felt free and safe for the interview. Each interview lasted for about 30 to 40 minutes. The teachers' responses were recorded during the interview by the researcher using a tape-recorder (Creswell & Plano 2018: 277). The researcher also recorded the teachers' facial expressions in a notebook. Individual interviews were conducted with varying degrees of flexibility because the teachers were free to use the language that they were comfortable with to express their feelings or experiences (language of research) (Creswell 2018:269). The researcher showed interest to encourage the participants to speak freely while also closely following the content and meaning of their verbal and non-verbal conversation freely (Creswell 2014: 239). The researcher used unstructured interviews where a time was scheduled and preset questions which followed as researcher probed for more information when need rises. The predetermined questions were written down to achieve the optimum use of time while listening for more information from the teachers by asking follow-up questions where necessary (Creswell & Plano 2018: 277).

4.8.3 Rationale for selecting unstructured interviews

The researcher has decided to use unstructured interviews with each of the teachers to allow them to express themselves in their own way, their own language and their own pace. The researcher has also decided to use unstructured interviews as they have features of both structured and unstructured interviews; both closed and open-ended questions were used (Jason & Glenwick 2016:15). The researcher used predetermined core questions that covered the same areas to guide the teachers in responding to the questions and for the questions to be consistent for all the participants. The unstructured interviews involved many open-ended questions, as well as some closed questions (van Wyk 2015:297) as there were secondary questions used for probing. These secondary questions are asked as the follow-ups to tease out information or while seeking clarification from the participants. Using secondary questions, the researcher determined whether the primary questions had been misunderstood or not, by seeking clarification and clarifying the matters where possible. The questions were formulated to answer the research questions 1, 2 and 3 (*c.f.1.10*).

4.8.4 Unstructured interviews

The researcher used open-ended questions which provided the teachers with ample opportunity to express their feelings. On the other hand, these open-ended questions also allowed the teachers to respond freely and comfortably (Creswell 2014:239). Then, the researcher to be used may not necessarily be worded in exactly the same way with each participant. The researcher conducted interviews in a manner similar to a friendly conversation with no predetermined order of questions or specified wording to the questions in order to make participants free and fearless (Jason & Glenwick 2016:16). Unstructured interviews are suitable for use with both the literate and illiterate people. Permitted clarification for both the participant and the researcher leads to a higher response return-rate than a written questionnaire. The presence of the interviewer during the questioning session may also influence the responses by trying to please the researcher (Creswell 2014:239), thus leading to biased data. As the researcher used open-ended questions, the guidelines were also used on how to answer the questions and to rephrase the vaguely constructed questions, as indicated earlier (Jason

&Glenwick 2016:15). Sometimes the participants may give out what is in their minds. The researcher avoided bias by guiding the interviews and probing for more information.

It is now clear that the researcher used open-ended questions solicit more information than closed questions. They provided the participants with the opportunities to express themselves freely, thus also eliminating the possibility of the researcher's bias (Creswell 2018:277). Probing questions were also used in the interview as a guide to allow the participants the freedom to express themselves while taking handwritten notes for those that could not be captured through the audio or recordings. Data recording is one of the key issues of the interviews that are also considered an appropriate choice not only to have the interview data captured and more effective or reliable but sometimes also as a matter of controversy between the researcher and the participant. Recording the interview made it easier for the researcher to focus on the interviewee's content and the verbal prompts that enabled her to generate a verbatim transcript from the interview. It was then translated to formal language, the language of research, after my supervisor has extracted some meaning out of them (Creswell & Plano 2018: 269). It was difficult to standardise all the interview sessions across the various participants because each interview followed its own format. However, it was still possible to generate rich data and ideas from the conversations because the level of questioning varied to suit the individual context.

4.8.5 The process of analysing qualitative data

The researcher analysed qualitative data using a thematic analysis which involves going through several steps to identify the recurring themes or ideas in a textual data set (Jason &Glenwick 2016:34). Data analysis defined as a mechanism for reducing and organising data to produce the findings that require interpretation by the researcher (Creswell & Plano 2018:318; Jason & Glenwick 2016:33). The researcher began with data analysis as soon as the data had been collected. The researcher read and re-read the data to gain familiarity to it and to get a sense of the whole. Below are the steps that the researcher followed in the data analysis stage (Jason & Glenwick 2016:33).

The first step was to check for accuracy by listening to the tape-recordings several times with the purpose of knowing data (Jason & Glenwick 2016:34; van Wyk 2015:477). This transcription included the field-notes that were taken during the interviews to identify the body language such as facial expressions. The researcher further listened closely to the nature of the individual interviewee's responses, voice, tone and pauses. The categories and patterns were then assigned initial colour codes manually (Jason & Glenwick 2016:17). Then the researcher analysed the data according to the research questions, identifying the consistencies, inconsistencies and the emerging themes and sub-themes. The responses from each question were put together to explore the connections and relationships between the questions. The themes were organised hierarchically (according to the higher order themes and subthemes) or in networks of interlocking ideas (Jason & Glenwick 2016: 35).

The third stage was to give codes to the organised data (themes) and to fit the codes into broader themes. Then, the researcher read and re-read the data and categorised it according to the codes and responses as well as to the entire content (Jason & Glenwick 2016:33; Creswell 2018; 277). These codes were organised into coherent categories that summarised and brought meaning to the text. The researcher assigned abbreviated codes of words and placed them next to the themes and ideas identified to help her in organising the data into categories. Descriptive labels were provided for each category (Creswell 2018:277). The researcher identified the sub-themes or subcategories and coded them. Since this was an iterative process, it resulted in the initial list of categories and sub-categories (Creswell 2014:247). The categories were adjusted, and new ones identified to accommodate the data that did not fit the existing labels. The main categories were subdivided into subcategories as well as smaller, more defined categories (Jason & Glenwick 2016:17).

Another stage was to define and name the themes for further refinement. Here the central idea was identified for each theme and assigned a name that captured it. The subthemes that emerged described the captured dimensions of the themes and how these fit into the overall picture of the set data. Patterns and connections within and

between the themes, the categories and sub-categories began to emerge (van Wyk 2015:39). The information pertaining to each theme showing the similarities and differences between the teachers' responses within each category was then captured and assembled according to the theme.

The last stage was the write-up of the report. The identified themes were connected to interpret the findings of this research study. This is what is called attaching meaning and significance to the analysis. It started with the development of a list of the key points or important findings based on the categorisation and sorting the data (Jason & Glenwick 2016: 17). This included the data extracts that distinctly illustrate the themes, as well as the discussion of the decisions that were made during the process of the study. This report is not simply a description of the data to make an argument about. Rather, it raises critical questions that answer certain questions such as the meaning of the theme, the assumption underpinning it and its implications (van Wyk 2015:463). Since some potential themes may not be relevant to the research questions, they need to be reviewed and refined so that they may be combined into broader ideas or divided into separate themes. So, the researcher assessed whether these themes capture the entire data by evaluating whether the coded extracts fit together. Re-reading the entire data helped the researcher to capture any data that fitted within the themes which were omitted during the earlier stage (van Wyk 2015:463; Jason & Glenwick 2016: 34).

The researcher used the qualitative approach to understand the subjective meaning that teachers give to their experiences and that give rise to certain behaviours regarding their classroom practices. Others argue that qualitative methods are valuable because the richness of qualitative data permits an in-depth examination of nuances and contradictions as well as the development of theory in under-researched areas. Thematic analyses are also valued as the means of giving voice to the other, that is, of allowing those who are traditionally not represented or underrepresented in research to present their viewpoints in their own words, capturing those responses that are not predetermined (van Wyk 2015: 439). Qualitative methods allow access to meaning in context. They offer the opportunity to explore an issue in depth without the use of

preordained analytic categories that may limit a participant's response or a researcher's investigation. This is because not all people may respond to a situation in the same way and responses may vary depending on the setting.

4.9 Class Observations

The qualitative approach may use an observation as a means of collecting data to complement other data collection methods used earlier. In this situation, the researcher seeks to establish the meaning of a phenomenon (in this case the teachers' classroom practices) from the views of the participants (Kumar 2015:134). This means identifying a culture-sharing group and studying how it develops shared patterns of behaviour over time. To observe the participants' behaviours during their engagement in activities is one of the key elements of collecting data. An observation is a technique that involves systematically selecting, watching and recording behaviour and characteristics of living beings, objects or phenomena (van Wyk 2015:277). Classroom observations focused on the elements of lesson plans such as the teaching methods used, knowledge of content being taught, availability and the use of teaching and learning materials, assessment strategies, reference to the prepared lesson plans, confidence in teaching and other issues (Kumar 2015:134).

These elements informed the researcher to solicit different views and meanings from different teachers who have lived experiences of the teaching of EE curriculum. The researcher realised that reality is not objective but subjective and that it resides in and is constructed by people who experience it (van Wyk 2015:277). Therefore, reality was used to validate data to be obtained from several sources for the triangulation explained earlier. It is seen as a powerful way of demonstrating concurrent validity, particularly in qualitative research (van Wyk 2015:205). It is argued to be valuable because it improves the construct, internal and external validity of the study by providing a mutual confirmation of the research problem. In the case of this study, the researcher decided to use non-participant observation. Instead, she watched the EE teachers teaching in their own respective schools. An observation was used along with other methods of data collection data triangulation of the findings (van Wyk 2015:277). The observations

helped the researcher to substantiate the findings from other data collection methods in order to gain a deeper understanding of the extent of the participants' strong views on the subject. Since the researcher witnessed tension from teachers during the first observation, she decided to make a second observation to break the anxiety of the teachers (van Wyk 2015: 290). The twelve lessons (two each teacher) were observed by one researcher. The researcher avoided distortion of events to be observed by making two observations per teacher; teachers can be very impressive and change their behaviours when they are aware that they were being observed (van Wyk 2015: 290).

The researcher's aim was to capture how the teachers involved learners in the lessons, how the prepared lesson was delivered in classroom and the instructional strategies used. Classroom Observations provided the researcher with first-hand information about the type of methods used for teaching in order to influence the learners' acquisition of entrepreneurial skills. The observations captured the impressions in the natural setting and enabled the researcher to understand and describe events as they were. Therefore, it was found useful for the researcher to make more than one observation with them. Conrad and Serlin (2011:208) assert that observation is not limited to one session. It is a continuing process. During the observation, qualitative researchers try not to draw attention. That is, they try to be unobtrusive so that they may have limited influence on the naturally occurring behaviour being studied (Johnson & Christensen 2014:561). Since the behaviour that was observed was dynamic, the researcher decided to study it in depth and over an extended observation time in order to write a narrative and rich report.

4.9.1 Rationale for classroom observations

The classroom observation involved the simultaneous application of a range of skills including listening, participating, contributing, pursuing and questioning that must be used simultaneously. Observation can help a researcher to understand a lot of what goes on in the complex real-world situations. Observations can also provide information about the extent to which something is being implemented. It is considered as closing the discrepancies between what participants do and what they say they do (Conrad &

Serlin 2011:208). Classroom observations also permitted the collection of information on the facts that are not mentioned in an interview. It is also used as a test of the reliability of the responses to the interviews which it complements. The observations were used in relation to the second objective (*c.f. 1.10*). So, teachers were observed on the teaching methods and strategies they use in teaching EE.

4.10 Triangulation

Another validity strategy is the triangulation of data drawn from several sources (e.g., transcripts and pictures) or several individuals such that the inquirer building evidence for a code or theme from these sources or individuals during data analysis (Creswell & Plano 2018:326). Triangulation was done by use of different methods to collect data, interviews, questionnaires and observations. Triangulation of the various data sources of information was used by examining the evidence from the sources and using it to build a coherent justification for the themes. Since the themes were established through the convergence of several sources of data or perspectives from the participants, this process was claimed to add value to the validity of the study. The combination of the findings was also juxtaposed to generate complementary insights and to produce a more comprehensive understanding (Leavy 2017:180)

4.11 Integration of both Qualitative and Quantitative

Before integrating, the researcher has to decide on which integration dimensions to take. One of the lesser developed areas in mixed method research is the process of data integration. In a mixed methods research, integration is done in three dimensions: timing, weighting and purpose. The timing of integration refers to the chronological and analytical aspects of the mixed methods. This implies the time that the researcher decides to use the two approaches. Since the present study used multiple approaches, the researcher decided to first use the quantitative approach to collect and analyse data and to use the qualitative research phase as a follow-up to select the data that needed to be explained inductively (Guest 2015:587).

Weighting is another dimension which the researcher decided on. It is the methodological orientation of a mixed methods approach that dominates the study. This

does not mean the other method is not important to the objectives of the study. It only implies that such an approach is not going to play a starring role in the write up of the study findings (Guest 2015:587). In other words, it refers to the priority that is given to one approach more than the other, depending on a number of factors. In this study, priority is given to the qualitative research approach. There may be several purposes for this integration of dimensions. One of these purposes is to provide information for the subsequent data collection phase and its analysis procedures; the second approach is used to explain the findings of a previously analysed dataset (explanatory design). The other dimension is to compare the two datasets for triangulating and interpreting whether data findings converge, diverge or are contradictory in each phase (Guest 2015: 588). The present study adopted the explanatory design to explain data in the first phase.

4.12. Qualitative data analysis

In the mixed methods research, the data collected is analysed according to the respective approaches (phases) through which it was collected and is then interpreted. At this point, one is thinking about how to use all the data that one has collected to address one's research questions. Three issues need to be considered when analysing this data (from both phases). The first issue is the reason for integration. For the purpose of this study, integrating these two sets of data was intended to connect the data collected in the first phase with data collected in the second one to gain an understanding of the first set of data as it is numeric (de Oliveira 2020: 1). It was also done for complementary purposes. The quantitative and qualitative findings are juxtaposed to generate complementary insights and to produce a more comprehensive understanding (van Wyk 2015: 179; Leavy 2017:181).

Data analysis in a mixed data analysis design involves transforming data from one form into another. In this study, it was the transformation of quantitative data to qualitative data (qualitising) (de Oliveira 2020:1). Qualitising is the process of transforming quantitative data into qualitative data (transforming quantitative variables into qualitative codes) (Leavy 2017:182). This process placed quantitative data into a qualitative

context that could provide the researcher with a set of variables in which to sort the qualitative data). In an explanatory sequential design, the mixed methods findings are interpreted from the joint display that indicates how the qualitative research findings provide a deeper understanding of the statistical findings (Leavy 2017:182). Since the researcher's intention to integrate data, using explanatory sequential design, was to connect the quantitative and qualitative phases of the study so that the follow-up qualitative phase provides a strong explanation of specific results from the initial quantitative phase, the researcher identified the findings that needed a further explanation. Using a purposive sampling in qualitative phase and data collection questions, the researcher looked into such data and identified the data collection questions that best explain these quantitative data (Creswell & Plano 2018:348).

The analysed qualitative data was jointly connected and represented (displayed) in a table with the initially collected quantitative data by looking for common concepts across both sets of findings so that a comparison could easily be made. The purpose of such a results display is to make specific the link between the two connected databases and to visualise how the qualitative research findings enhance the understanding of the quantitative research findings. Then the researcher jointly interpreted the displayed data and noted the value that this added to it with qualitative explanations (Creswell & Plano 2018:348). Since this study used a sequential explanatory design, the aim was to use the qualitative approach to explain the quantitative data which could not be easily understood by someone who did not have skills in statistics analyses (Brannen & O'Connell, 2015: 261). The quantitative and qualitative research findings are put together to generate complementary insights and to produce a more comprehensive understanding (Leavy 2017:182).

4.13 Ethical consideration

The researcher found it important to adhere to ethical standards and refrain from infringing on the rights of the participants throughout the investigation of the research study. Hence, permission was sought from the MoET for the researcher to collect the data from the schools. Permission was granted through a letter prior to data collection.

The District officers' permission was also sought for the researcher to collect the data from the selected schools. The principal teachers and the Heads of Departments (HODs) granted permission for the researcher to interact with the EE teachers. The MOET letter was shown to all the subsequent authorities. The researcher met the teachers and sought their willingness to participate in the study. This procedure was required by the University of South Africa (UNISA) for it to grant ethical clearance for the study to be carried out.

4.14 Establishing a rapport with participants

Since the researcher and participants were strangers to each other in some cases, there was uncertainty and discomfort. They were skeptical of the study and were overly reluctant to take part. Therefore, the researcher established a relationship between herself and the participants. The researcher had to make the first impressions. Then appointments were made with the respective EE teachers and the HODs for the researcher to carry out interviews with them and to observe the teachers' classroom practice. The researcher had to make several calls with each teacher prior to the actual interviews and observations.

The interviews were conducted at the participants' respective schools. A conducive atmosphere was created by requesting a quiet room for the interviews to ensure a cordial atmosphere. The researcher made the sitting arrangements to enhance face-to-face interaction so that the participant felt secure, confident and free to speak to the researcher. Then, the researcher prepared the tape recorder as agreed beforehand and made a glass of water available for both the teacher and self.

4.15 Informed consent and ethical issues

As part of the research process, informed consent is a central norm of research ethics that the researcher must take into consideration. The researcher informed the EE teachers about the nature and the purpose of the research study, its benefits and the risks involved. It was the responsibility of the researcher to take the necessary steps to ensure that all the participants understood the process in which they were engaged,

including the purpose of research and justification for their selection. Before everything began, the researcher reminded the participants about the agreement, that they had the right to use the language that would enable their expression of ideas. However, they all chose to speak English. The researcher used interpretive case study to gain rich and significant insight into the teachers' practices in preparing learners for the world of work.

Before signing the consent form, the researcher considered the ethics by ensuring that research procedures are not likely to cause any physical or emotional harm to the EE teachers and violate their right to privacy by posing sensitive questions or by gaining access to the records which may contain personal data. Therefore, the researcher did not observe the teachers' behaviours without making them aware of such observation to encourage the teachers' freedom during the observation. The researcher also informed the teachers that their personal information would not be made public but would be kept private by not using their real names and those of their schools. This was also done in ensuring the confidentiality of the data to be obtained and to ensure that teachers' culture is respected during the data collection process. Therefore, before the interviews began, the teachers' consent was obtained. This further established good relationships between the researcher and the teachers. The school names are not mentioned while teachers are given false names to protect them from being identified and associated with this information. Since the focus of this study is on classroom teachers' practices, the teachers were informed about the possible risks of involvement such as displaying their names so that deception would not be an issue for this study. Their consent for participation was obtained.

Privacy and confidentiality were addressed in the consent form which clearly stated that the data for this research study would be collected confidentially and that no one would be able to link the data to the participants. Each participant's personal information which was also considered a norm for a research study was kept confidential. The confidentiality of whatever information the participants furnished were guaranteed. They were informed that they were free to withdraw their participation anytime. The researcher also informed them that there were no incentives for participating. When the

researcher and teachers came to an agreement on the conditions of the teachers' participation, the teachers signed the consent form.

4.16 Reliability

In this study reliability was achieved throughout the research process. Firstly, during interviews the participants chose to speak English. They were not forced to do so. Secondly, different data collection methods were used. This is referred to as triangulation (Creswell 2014:176), where interviews and observations were made to ensure and guarantee that the data from the questionnaire was valid (Mafuwane 2011:91). It enabled the researcher to collect reliable, valid and diverse experiences of teachers about preparing the learners for the world of work. Thirdly, the selection of the teachers from different parts of the country allowed the generalization of the study findings. Finally, reliability was further ensured by showing the data to the statistician and to the study supervisor, at UNISA. Both of them are experts in the mixed methods research approach.

4.17 Trustworthiness

Since reflexivity is a major strategy for quality control in qualitative research, one needs to understand how it may be impacted by the characteristics and experiences of the researcher (Berger 2015: 219). In this study the researcher's position is that of an outsider but a former EE teacher, a curriculum developer and currently a teacher educator. She is knowledgeable about teaching and may share the same experiences as those of the teachers though she is no longer a teacher (Berger 2015:220). The researcher had access to the schools as a teacher-educator. This position may have contributed to make the HoDs and the teachers willing to share their experiences.

Reflexivity also monitors such effects and enhances the accuracy of the research study and credibility of the findings by securing research trustworthiness (Barrett, Kajamaa & Johnston 2015:11; Berger, 2015:220). Reflexibility is important in complex meanings in its contribution to the understanding of the teachers' classroom practice as well as in the process involving knowledge production (Barrett et al 2015:11).

4.18 Conclusion

This chapter adopted the pragmatic view of the world which entails the use of the mixed-methods approach. It also discussed the ontology and epistemology in relation to the current study. The study adopted the sequential explanatory research as well as analysed quantitative and qualitative data in sequence, that is, in stages where the qualitative phase was used as a follow up for the first phase, quantitative. Issues like ethical consideration, reliability and trustworthiness were also presented in this chapter.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.1 Introduction

This study was carried out to investigate the different variables which are related to the EE teachers' practices and their contributions to the preparation or transition of the learners into the world of work. This investigation was done through a mixed methods approach, where, as a first phase, a quantitative approach was followed by qualitative approach in a sequence. Firstly, a questionnaire was distributed to the teachers to obtain an understanding of their classroom practices in relation to preparing the learners for the world of work. Secondly, individual interviews were conducted with some of the teachers who were respondents to find their perceptions. Thirdly, some of the teachers who were interviewed were further observed in the classroom to validate their interviews against their lesson plans. Therefore, the purpose of this chapter is to present the analysis of the collected data. The presentation of the data in this chapter is two-fold. The first part presents quantitative data collected through a questionnaire while the second part presents qualitative, individual interviews, observations and the review of lesson plans

This study answered the following research questions in order to achieve the main objective:

- What is the scope and nature of EE as prescribed curriculum for Lesotho secondary schools in relation to the job market?
- What are the teaching methods and strategies EE teachers employ mostly in teaching the subject and why?

- What specific challenges do EE teachers face when employing teaching methods to teach secondary school learners in Lesotho to prepare them for the labour market?
- How may the proposed framework for EE in Lesotho secondary schools contribute to equipping learners with appropriate skills to address the challenges of the Lesotho labour market?

After completing the administration and initial analysis of the questionnaires, the SPSS software was used for the statistical analysis of the data with the assistance of the official statisticians at the (NUL) and an expert who helped with performing and understanding the statistical terms. Therefore, the first section of this chapter presents and summarises the results that are obtained from the completed questionnaires. The descriptive statistics quantifies the behaviour of the respondents by identifying the patterns (in the responses) confirm or reject the theory and the reviewed literature. The chapter is divided into three sections: Section A presents the quantitative data analysis, using tables, charts, percentages, t-tests and ANOVA. The second section, B, presents the analysis of qualitative data. Section C presents the analysis of the integrated quantitative and qualitative data.

SECTION A: PRESENTATION OF QUANTITATIVE DATA

This section presents the analysis of quantitative data where respondents classified their opinions into nominal (which have no inherent order) and ordinal (which are ordered) variables. For the purpose of data analysis in this study numbers are assigned to the attributes of variables to ease the interpretation. Two methods were used to analyse quantitative data. These are descriptive and inferential statistics. Descriptive data is useful in describing the population while inferential statistics was used to draw conclusion from the population. The common measures that are used in this study are the means, percentages, pie charts, tabulations, t-test and ANOVA. To strengthen the validity of the quantitative data, a t-test was used to establish the variation between the responses of the male and female EE teachers in relation to all the sections. This is presented in table 5.1 below:

Table 5.1 t-test: Means and standard deviation for EE teachers (n=188)

	Respondents	N	Mean	Std Dev	SD mean
What is nature and scope of EE nurture the creative abilities in learners which are required in world of work?	Male EE teachers	65	2.2308	0.786	.09749
	Female EE teachers	123	2.4309	1.0169	.09169
Does the content of EE combine both practical and theoretical parts to prepare learners for the world of work?	Female	65	2.2927	1.07682	.09709
	Male	123	2.0615	1.02891	.012762
Is the time allocated for EE on the timetable adequate to make provision of discussion of careers for job market per week?	Female	123	3.0976	1.14816	.10353
	Male	65	3.0462	1.09588	.13593
Do the objectives of EE state the type of skills to be taught and developed?	Female	123	2.0308	.090085	.11174
	Male	65	2.4553	1.13262	.10212
Are the specific activities done in class help in acquisition of knowledge, skills and attitudes for the job market?	Female	123	2.3333	1.11375	1.0042
	Male	65	2.3077	0.95071	.11792
Does the scope of EE make the spiraling of the syllabus practical for enhancing learners' entrepreneurial skills?	Male	65	2.1846	1.07372	.13318
	Female	123	2.2439	1.00279	.09042
Does the scope and nature of EE shape learners' attitudes for future career paths?	Female	123	2.6000	.094868	.08335
	Male	65	2.6911	.92444	.11767
Are the prescribed activities in the subject that are completed by the learners enable them to handle business affairs?	Female	123	2.5366	1.01862	.09185
	Male	65	2.7385	1.12190	.13915

Does the scope and nature of EE relate to the world outside school?	Female	1323	2.3252	1.05190	.09485
	Male	65	2.5077	1.03264	.12808
Does the scope and nature of the subject enhance learners' high order thinking skills and self-directed learning skills for challenges of the job market?	Female	123	2.9837	1.16636	.10517
	Male	65	3.1846	1.16636	.12575
Does EE prepare learners with the needed 21 st century skills such as communicative, problem-solving and ICT skills	Female	123	2.6992	1.27353	.11483
	Male	65	2.6462	1.24286	1.5416

Table 5.1 above shows the means of the two sets of data, (female and male EE teachers) below median in all cases. This shows how much variant is the mean from the average. In all cases, the SD indicates that the spread is close to the mean. These means are used to predict the effectiveness of using teaching methods and strategies between the male and female EE teachers which is the objective formulated in relation with the second objective (*c.f. 1.10*).

Table 5.2 t-test: Means and standard deviation for EE teachers (n=188)

	Respondents	N	Mean	Std dev	SD mean
Is the teacher able to use content to build entrepreneurial skills in learners?	Female EE teachers	123	2.5231	1.00168	.12424
	Male teachers	65	2.4065	.85734	.07730
Is a teacher able to foster a class environment for learning using learner-centred methods?	Female EE teachers	123	2.2000	.79451	.09855
	Male teachers	65	2.0650	.75466	.06805
Does a teacher use learner-centred methods that allow learners to assess themselves?	Female EE teachers	123	2.6923	1.01076	.09855
	Male teachers	65	2.5041	.97353	.08778
Do you believe power is shifted from a teacher to a learner in class?	Female EE teachers	123	2.3846	1.0176	.12537
	Male teachers	65	2.2276	.97353	.08778
Do you agree that these methods allow learners to take responsibility of their learning?	Female EE teachers	123	2.4308	.88334	.10956
	Male teachers	65	2.2033	.87740	.07415
Is a teacher facilitating by using learner-centred methods during teaching?	Female EE teachers	123	2.2923	.97984	.12153
	Male teachers	65	1.7886	.82235	.07415
Does a teacher relate what is taught to real-life situation in the subject?	Female EE teachers	123	2.7077	1.04168	.12920
	Male teachers	65	2.2764	.94349	.08507
Does a teacher give learners ample time to share their responses in class?	Female EE teachers	123	1.8923	.92065	.11419
	Male teachers	65	1.7236	.70479	.0635
Are the local examples that relate to the subject to the world outside school given during class?	Female EE teachers	123	2.4615	.84921	.10533
	Male teachers	65	2.1463	.93047	.08300
Does a teacher allow learners to reflect on their own experiences?	Female EE teachers	123	2.1462	.84821	.10553
	Male teachers	65	2.4615	.92047	.08300
Does a teacher establish the	Female EE	123	2.5538	.88443	.10970

level of the learners' knowledge and understanding?	teachers Male teachers	65	2.1951	.99720	.08991
Is the teacher able to align teaching methods to assessment easily?	Female EE teachers	123	1.8780	.77444	.06983
	Male teachers	65	1.8154	.74775	.09275

Table 5.2 above shows the means of the two sets of data, (female and male EE teachers) below median in all cases. This shows how much variant is the mean from the average. In all cases, the SD indicates that the spread is close to the mean. This table is used in relation to the first objective of the study (*c.f.1.10*). These means are used to predict the EE teachers' ability to use learner-centred methods to affect teaching.

Table 5.3 The Levene test for equality of variances in a t-test section A

The extent to which Scope and nature of EE prepare learners for the world of work		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	SE difference	95% confidence interval level	
									Lower	Upper
Does EE nurture the creative abilities in learners which are required in world of work?	Equal variance assured	5.431	.021	-1.383	186	.168	-2.013	0.1447	-.48566	0.0854
	Equal variance not assured			2.13	823.673	0.035	0.30	0.145	0.009	0.584
Is EE content combining both practical and theoretical parts to prepare learners for the world of work?	Equal variance assured	1.937	.166	-1.421	186	.157	-.2311	.1626	-.552	.0897
	Equal variance not assured			-1.441	135.69	.152	-.2311	.1604	-.5483	.086

Is the time allocated for EE on the timetable adequate to make provision of discussion of careers for job market per week?	Equal variance assured	.735	.377	-.297	186	.767	-.0514	1.734	-.394	.291
	Equal variance not assured			-.307	135.81	.764	-.0514	1.709	-.3993	.2865
Do the objectives of EE state the type of skills to be taught and developed?	Equal variance assured	5.718	.018	-2.615	186	0.010	-.0425	.1623	-.7448	-.1043
	Equal variance not assured			2.804	157.81	.006	-.4245	.1514	-.7235	-.1255
Are the specific activities done in class help in acquisition of knowledge, skills and attitudes for the job market?	Equal variance assured	1.252	.265	1.174	186	.242	.20088	.1712	-.1368	.5386
	Equal variance not assured			1.225	147.09	.222	.20088	.1639	-.12309	.5248
Does the scope and nature of EE relate to the world outside school?	Equal variance assured	.033	.856	-.274	186	.785	-.05303	.1937	-.43513	.3291
	Equal variance not assured			-.276	133.21	.783	-.05303	.1937	-.4332	.3272
Does the scope and nature of the subject enhance learners' high order thinking skills and self-directed learning skills for challenges of the job market?	Equal variance assured	2.620	.107	-.158	186	.875	-.2564	.1626	-.3464	.2952
	Equal variance not assured			-.166	149.3	.869	-.02564	.1549	-.332	-.2804

Does EE prepare learners with the needed 21 st century skills such as communicative, problem-solving and ICT skills??	Equal variance assured	.007	.932	-.376	186	.707	-.09106	.1431	-.3733	.1912
	Equal variance not assured			-.368	122.90	.713	-.5929	.161	-.3779	.25935
Does the scope of EE make the spiraling of the syllabus practical for enhancing learners' entrepreneurial skills?	Equal variance assured	.316	.575	-.637	186	.525	-.0911	.1431	--.3733	.19115
	Equal variance not assured			-.631	127.50	.529	-.0911	.1442	-.37639	.1943

Table 5.3 depicts the test computed for the scope and nature of EE and it shows that SD far from mean. The means show how variables are from the centre which alpha (.05). These means predicts that EE is a subject that needs to be taught in schools because of its importance in developing employability skills that are demanded in the labour market (*c.f. 1.10*).

Table 5.4 The Levene test for equality of variances in a t-test section B

		Levene's test for equality of Variances		t-test for equality of means						
		F	sig	t	df	Sig (2-tailed)	Mean difference	SE difference	95% confidence interval level	
									Lower	Upper
Is the teacher able to use content to build entrepreneurial skills in learners?	Equal variance assumed	3.302	.071	.836	186	.404	.11657	.13948	.1586	.3917
	Equal variance not assured			.797	114.169	.427	.11657	.14633	1.733	.4065
Is a teacher able to foster a class environment for learning using learner-centred methods?	Equal variance assured	.563	.454	1.145	186	.254	.1350	.11786	.09756	.36748
	Equal variance not assured			1.127	124.704	.262	.13496	.11976	-.10206	.37198
Does a teacher use learner-centred methods that allow learners to assess themselves?	Equal variance assured	.003	.955	1.338	186	.183	.18824	.14070	-.0894	.46582
	Equal variance not assured			1.326	127.317	.187	.1883	.14191	-.0926	.46905
Do you believe power is shifted from a teacher to a learner in class?	Equal variance assured	1.109	.294	1.038	186	.301	.15697	.15127	-.1415	.4554
	Equal variance not			1.026	126.219	.307	.15697	.15305	-.1459	.4598

	assured									
Do you agree that these methods allow learners to take responsibility of their learning?	Equal variance assured	.005	.943	1.687	186	.093	.22752	.13486	-.0385	.494
	Equal variance not assured			1.684	129.645	.095	.22752	.13514	-.0399	.4936
Is a teacher facilitating by using learner-centred methods during teaching?	Equal variance assured	.956	.329	3.734	186	.000	.50369	.13490	.2376	.7698
	Equal variance not assured			3.588	112.645	.001	.50369	.14237	.2216	.7858
Does a teacher relate what is taught to real-life situation in the subject?	Equal variance assured	.283	.596	2.875	186	.005	.4313	.15003	.13529	.72725
	Equal variance not assured			2.788	119.72	.006	.4313	.1547	.1249	.7376
Does a teacher give learners ample time to share their responses in class	Equal variance assured	3.653	.058	1.400	186	.163	.1687	.12050	-.0689	.4065
	Equal variance not assured			1.291	104.521	.200	.1687	.13068	-.0904	.4279
Are the local examples that relate to the subject to the world outside school given during class?	Equal variance assured	.168	.682	2,293	186	.023	.3152	.1375	.0439	.5864
	Equal variance not assured			2.350	139.851	.020	.3152	.1341	.05001	.58032
Does a teacher allow learners to	Equal variance	.438	.509	2.437	186	.016	.3587	.14719	.06834	.6491

reflect on their own experiences?	assured									
	Equal variance not assured			2.529	144.63	.013	.3587	.1418	.0784	.6391
Does a teacher establish the level of the learners' knowledge and understanding?	Equal variance assured	.094	.760	-.534	186	.594	.3587	.1472	.0683	.6491
	Equal variance not assured			-.540	134.46	.590	-.0627	.1174	-.2942	.1689
Is the teacher able to align teaching methods to assessment easily?	Equal variance assured	.311	.578	.216	186	.829	.03448	.15846	-.2824	.3520
	Equal variance not assured			.219	135.93	.827	.03477	.15846	-.2786	.3481

The *t*-test was used to examine the differences in the means of the two sets of data that are related to one another, the female and male teachers. It is found that the means and standard deviation of female teachers are more than that of the male teachers, revealing that they are independent of each other. These predict the ability of learner-centred methods in preparing learners for the world of work which is the main aim of this study.

5.2. EE teachers' demographic information

The demographic information of the EE teachers has been presented in a frequency table which is the most basic tool for displaying descriptive statistics. It helps the researcher to identify the trends within the collected data in comparison to the data between the two sets of data of the same type. The frequencies of the other sections (but not the demographic information) are presented as a percentage form in pie charts, as shown below to make a more visual representation. Table 5.1 shows the

demographic information of the EE teachers in the three regions of Lesotho in cross tabulation form to identify how a female and male teacher behave at work. It answers questions 1.1 to 1.6 which reflect on the teachers themselves and the number of years they have been in the teaching profession.

Table 5.5 Number of years in the teaching profession

Question 1.1		Profession				Total
		0-10	11-20	21-30	31+	
Gender	Male	21 (23.5%)	27 (45.7)	8 (32%)	9 (60%)	65 (34.5%)
	Female	68 (76.5%)	32 (54.2%)	17 (68%)	6 (40%)	123 (65.5%)
Total		89 (47.3%)	59 (31.2%)	25 (11.1%)	15 (7.9%)	188 (100%)

Table 5.5 depicts the number of years that the EE teachers have been in the teaching profession. It shows that 65.5% of the EE teachers are female while 34.5% are male. This demonstrates that there are more new female teachers in the teaching profession since there are 76.5% of teachers between 0-10 years of teaching. This implies that there are more new teachers than the experienced ones and one would expect that these teachers may not teach as effectively as the experienced (those who have been in the teaching for more than 20 years) ones. This implies that since EE is a newly introduced subject, those teachers who are thought to be experienced because they have been in the teaching profession for long, were not initially trained as EE teachers. They only attended pre-service workshops. Such workshops are argued to be inefficient ways of training teachers in PCK. Hence, they cannot be expected to be as effective as the newly trained (inexperienced) teachers. The implication would be that these teachers are not aware of the scope and nature of EE as an independent subject when they are taught everything within three days (*c.f. 1.10*).

Table 5.6 EE Teachers' Highest Qualifications

Question 1.2		Qualification					Total
		Diploma	B. Ed	Honours	Masters	B. Com	
Gender	Male	22 34.3%	19 30.6%	9 32.1%	5 83.3%	10 35.7%	65 34.6%
	Female	42 61.7%	43 69.3%	19 67.8%	1 16.6%	18 64.2%	123 65.4%
Total		64 34%	62 32.9%	28 14.9%	6 3.2%	28 14.8%	188 100%

With regard to the highest qualifications of the EE teachers, most teachers hold a diploma, with a greater number of them (34%) being female while 34% hold Master's degrees in education 3.2%. (Table 5.6) There is 32.9% of teachers holding Bachelor of Education (B.Ed) and a few hold postgraduate degrees with more females in Honours degree than males. It was assumed that almost every teacher went through teacher education and the expectation is that they feel confident to teach what they have been trained to teach. When more teachers are female, the assumption is that more care is offered to the learners as females are more affectionate than males. There is also 14.8% of the teachers who teach although they have not been trained to teach, that is, they are not teachers by profession. This means that they were employed because there is shortage (not enough) of teachers. Since they are not teachers by profession, their teaching is not expected to be effective because they lack pedagogical content knowledge (*c.f.3.5.6*).

Table 5.7: Training offered to teachers

Count				
Question 1.3		Training		Total
		Yes	No	
Gender	Male	47 39.2%	15 24.9%	65
	Female	73 60.8%	47 75.8%	123

Total	120 100.0%	62 100.0%	188
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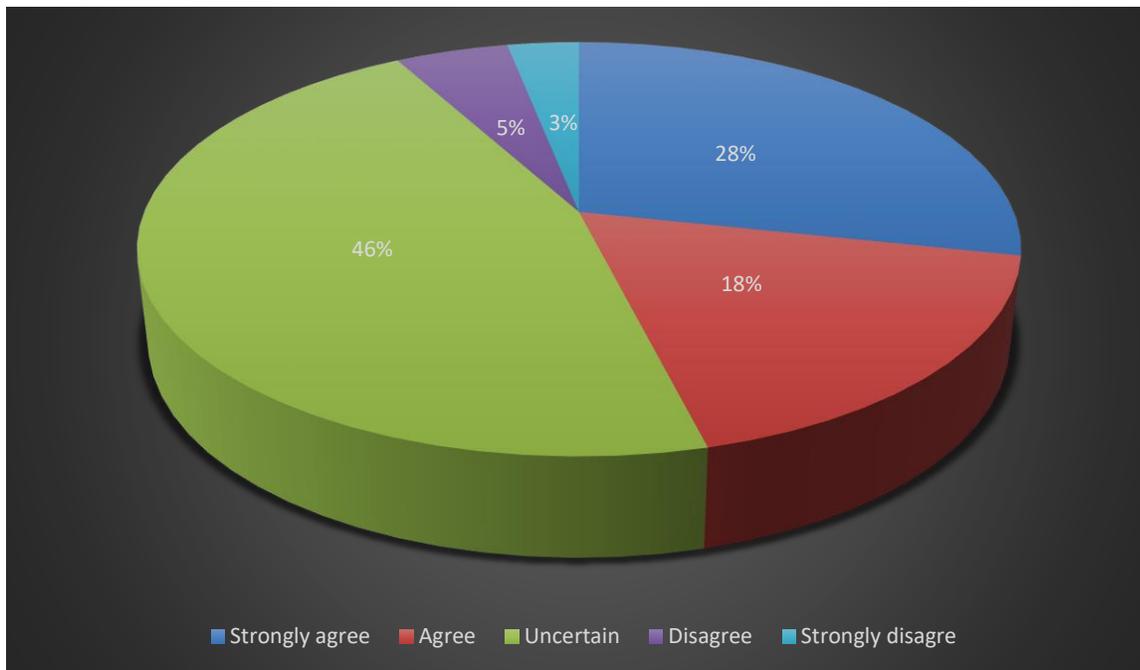
In relation to the training that was offered to the EE teachers, Table 5.7 shows a greater percentage of teachers who did not get training on the teaching of EE (75.8%) than those who did. This implies that most learners receive inadequate skills because their teachers have not been trained. It may assume that they do not help the learners to develop skills that are necessary for the labour market. They are possibly not able to select appropriate teaching methods for EE students. 60.8% of these teachers have received training and that is higher than those who did not receive training. Lack of training implies poor implementation since skills become obsolete and when they are not used. Teaching becomes ineffective and change cannot occur in the learners' behaviours. Besides the EE teachers' demographic information, data from sections B to G is presented in a percentage form (frequency) on pie charts which are more and easily understood and interpreted than raw frequencies to present how the questions were answered. It depicts the significance of teachers' training for EE teachers for them to prepare learners for the world of work. The study findings are presented below:

5.2.1 Scope and nature of EE syllabus

Figure 5.1 presents the scope and nature of the EE syllabus (the subject matter). About 46% of the EE teachers are not aware that the nature and scope of the EE syllabus which nurtures the learners' creative abilities which are required in world of work. Not being aware of the syllabus aims means teachers' lesson plans are lousy because they do not know what they have to achieve. They do not aim to achieve the excellent aims and goals of the syllabus (*c.f. 1.6*). Table 5.3 shows that about 28% of the teachers are aware of the aims and goals of the syllabus and MOET. It might be that greater percentage of the teachers has attended workshops. Some (18%) of them report that they are informed about the objectives of the syllabus, that is about its relevance to the world of work since it is aimed at developing skills and attitudes that the learners require in order to compete in the job market. A few teachers agreed that the nature of the syllabus, that is, its practicality, enhance the development of the learners' entrepreneurial skills as it shapes their attitudes for their future career paths because

most activities are completed by the learners that are the business handling affairs which relate to the world of work (*c.f.2.4*). About 3% - 5% disagree that the nature of the syllabus can develop the learners' skills. This means that if teachers are not certain about the aims of the syllabus, they cannot relate their teaching to the aims of the educational policy. This implies the expected development of the learners' skills will be lacking. It further implies that the teachers' teaching skills are also inadequate hence cannot prepare learners for the world of work.

Figure 5.1 Scope and nature of EE syllabus



A t-test was also used for this section to determine the difference between the means of the two groups: male and female teachers. The responses for the ten questions on teaching methods and strategies used in teaching EE were summarised to establish the difference between the means of the two groups, female and male EE teachers to find out whether there is any significance between the means of the female and those of the male EE teachers. These 10 questions were designed on a five-Likert scale of: 1=strongly agree, 2=Agree, 3=Uncertain, 4=Disagree, and 5=strongly disagree. Their mean ranges from 2.21 and 3.08 with a significance of 0.86 which is greater than the p-

value indicates that there is no significance, the female and male teachers teach in the same way. This means that gender is not a significant variable in the teaching of EE in preparing learners for the world of work.

Table 5.8 shows a t-test performed between the male and female EE teachers' means on the extent to which EE, as a prescribed syllabus, can prepare the learners for the world of work, using the learner-centred methods. The results present questions 2.1 to 2.10 and mean ranges from 2.21 to 3.08 as the aggregate mean ratings of male and female EE teachers' confirmation or rejection that the syllabus develops the learners' abilities for the job market requirements. The corresponding standard deviation ranges from 0.931 to 1.26, greater than the alpha of 0.05. This accepts the hypothesis that the EE syllabus can, to a greater extent, develop the learners the abilities for the job market requirements using the learner-centred methods.

Table 5. 8 Scope and nature of the EE as a prescribed syllabus

Question	2.1	2.2	4.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
Mean	2.21	3.08	2.31	2.32	2.22	2.66	2.61	2.39	3.05	2.68
Std Deviation	1.06	1.13	1.08	1.06	1.03	.931	1.06	1.05	1.12	1.26

ANOVA was run on ten questions of the section to ascertain the trends and relationships between the female and male EE section (Section A) and other sections, B to G (appendix H). A summary of responses is given in tables 5.7 to 5.17. Section B represents the responses about the scope and nature of EE as a prescribed syllabus in relation to the preparation of the learners for the world of work. The responses gathered from different sections were used to find out the significance of gender in nurturing learner creativity. Table 5.7 shows the correlation between nurturing creativity and gender. The result is smaller than the p-value, 0.05, meaning that there is a statistically significant difference of 0.022 which is less than the p-value. This indicates that gender is a significant factor in the use of the scope and nature of the EE syllabus to nurture the learner's creativity. Nurturing learner creativity does not depend on

gender. It also implies that the EE syllabus is relevant in nurturing learner creativity, the skills that are required in the workplace (*c.f.1.10*) objective four.

Table 5.9 EE nurturing creativity

Gender		Sum of Squares	Df	Mean Square	F	Sig.
Nurture creativity	Between Groups	10.087	4	2.522	2.934	.022

Table 5.10 was computed to find out the effect of teaching theoretical and practical sections of the EE syllabus on gender. The statistical analysis shows a p-value of 0.113 greater than the p-value 0.05 indicating that there is no significant difference or relationship between gender and nurturing creativity. The two are not related. None of them influences the other. The computed p-value is above the set value, indicating no significance. The p-value is 0.113. This may indicate that a greater proportion of teachers use both theory and practical parts of the syllabus to develop the learners' entrepreneurial skills (*c.f.1.5*).

Table 5.10 Practical and theoretical parts of the syllabus preparation of the learners for the workplace

		Sum of Squares	Df	Mean Square	F	Sig.
Theoretic and practical	Between Groups	8.417	4	2.104	1.896	.113

Table 5.11 was used to test the relationship between the length of time allocated the teaching of EE and gender. The results showed that the length time allocated to EE does not have an influence on gender with a significant difference of 0.170 which is above the p-value 0.05 indicating no significance difference. Time allocated in preparation of learners for the world of work is not related to gender. This probably proves that the time allocated for the teaching of EE in preparing these learners for the world of work is adequate.

Table 5.11 Time allocated for the teaching of EE

		Sum of Squares	Df	Mean Square	F	Sig.
Time allocated	Between Groups	8.157	4	2.039	1.625	.170

Based on the findings of this study, it was found that most teachers help the learners to develop the workplace skills. Emanating from the respondents' responses it is evident that there is no significant difference between gender and the skills to be taught in EE because there is a significant difference of 0.154 higher than the set value indicating that gender does not affect the development of the skills that the EE learners need at the workplace. This implies that the teachers who have pedagogical content knowledge can help the learners to acquire the skills for the world of work (*c.f.2.2*).

Table 5.12 Developing entrepreneurial skills

		Sum of squares	df	Mean square	F	Sig.
Skills to be taught	Between Groups	7.700	4	1.925	1.690	.154

Table 5.13 was used to find out whether there is a correlation between gender and the learning activities and the results showed .079 which is slightly higher than the set value of .05. This indicates that there is a significance difference between activities to be done by learners, activities are not influenced by gender. This might mean that the learners are not doing activities by themselves proving that teachers use the teacher-centred teaching methods (*c.f.1.10*).

Table 5.13 Activities help in acquisition of skills

		Sum of squares	Df	Mean square	F	Sig.
Activitiesdone in class	Between Groups	9.291	4	2.323	2.126	.079

To determine the significance of gender in helping the learners to handle business affairs, Table 5.14 shows a significant difference of .687 which is greater than the set value of 0.05 and it indicates that gender can influence the learners to handle business affairs. When teachers are trained, they can help the learners to handle business affairs. The implication is that EE is relevant for the development of the skills needed in the workplace.

Table 5.14 Learners handling of business affairs

		Sum of Squares	df	Mean Square	F	Sig.
Handle business affairs	Between Groups	2.554	4	.639	.566	.687

Table 5.15 determines whether gender has any relationship to whether EE influences equips the learners with the acquisition of the skills that the learners require for dealing with the world outside the school. It shows a slight difference of 0.068 which is closer to the set value and which indicates a significant difference existing between the two sets (female and male teachers). The score shows that the syllabus does not relate to the world outside. This score does not support the hypothesis that EE relates to the world outside the classroom. Hence, it is not relevant to the world of work.

Table 5.15 The relation of EE to the world outside the classroom

		Sum of squares	Df	Mean square	F	Sig.
Relates to outside world	Between Groups	9.475	4	2.369	2.221	.068

Table 5.16 shows the extent to which gender influences the learners has a direct relationship the development of the skills for the job market. It shows the significance of 0.441 which is greater than 0.05 and it indicates that there is no significance difference

and no relationship. This tells us that the scope and nature of EE does not develop skills for the job challenges.

Table 5.16 Teachers development of skills for the job challenges

Gender		Sum of Squares	Df	Mean square	F	Sig.
Skills for job challenges	Between Groups	4.708	4	1.177	.942	.441

Table 5.16 does not show a significant relationship between gender and the development of the 21st century skills. On the other hand, Table 5.16 shows a significant difference of 0.176 far from acceptable. The nature and scope of the syllabus does not develop the 21st century skills. Teachers do not know what the 21st century skills are.

Table 5.17 Teachers develop 21st century skills

Gender		Sum of squares	df	Mean square	F	Sig.
21 st Centuryskills	Between Groups	10.030	4	2.507	1.600	.176

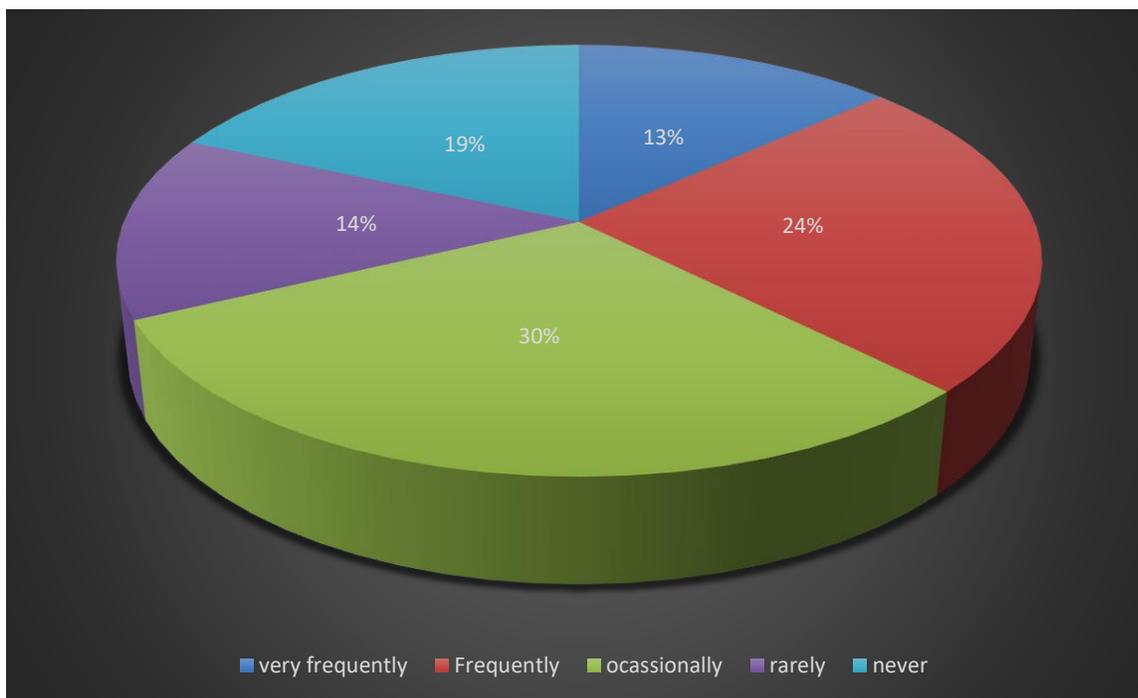
The EE teachers have different opinions on the extent to which EE helps the learners to develop the skills that the job market requires. This is in relation to the fourth objective, the proposed framework.

5.2.2 Teaching methods and strategies employed by teachers

Figure 5.2 presents the frequent use of the learner-centred methods by the teachers. The greater percentage of teachers, 30%, occasionally employs the learner-centred teaching methods and strategies in teaching EE. When they occasionally use the learner-centred methods it implies that their teaching is always teacher-centred, that is, the teachers use the lecture method. They claim that they are teaching a massive syllabus and need to cover the content, hence the use of the lecture method. There is

24% of these teachers who frequently use the learner-centred methods and this means that a small number of the learners would be ready for the labour market when they leave school. On the other hand, 19% of the teachers have never used these learner-centred methods. As indicated earlier in this chapter, they were in the teaching profession before the introduction of EE. They have not been introduced to these teaching methods. This implies that some of these teachers joined the teaching profession before EE was introduced in schools. Therefore, they are not trained to teach it. If there are teachers who never used these methods when teaching it confirms the fact that the EE lack pedagogical content knowledge (*c.f.2.2*), possibly because they were offered inadequate training or they were not trained at all. It can be established that the majority of these teachers believe that their qualifications or training have had a lot of impact on their ability to identify different teaching methods. Of these teachers, 14% rarely use the learner-centred methods.

Figure 5.2 Teaching methods and strategies employed in EE



5.2.3 Teaching methods and strategies that the EE teachers employ mostly in teaching

Table 5.19 shows the regularity of EE teachers' use of the learner-centred methods that are suggested for use in teaching EE. The responses are arranged on a Likert scale as follows:

- Very frequently VF
- Frequently F
- Occasionally O
- Rarely R
- Never N

Table 5.18 Teaching methods and strategies used by EE teachers

	How regularly do you use the different teaching methods and strategies in your teaching of the subject?	VF	F	O	R	N	M	SD
1.1	Small group work method	18.6%	43.6%	28.7%	5.85%	3.19%	2.31	.949
Some (43.6%) teachers frequently use the small group method of teaching EE while 28.7% occasionally use it. When teachers use small group method, learners are allowed to take the responsibility of their learning and can also learn from others. There is 3.19% of teachers who never used this method possibly because they are not aware of it.								
1.2	Role play and simulations	2.1%	14.8%	32.4%	36.2%	14.4%	3.45	.982
About 36.2% of the teachers (which is a greater percentage) rarely use this method while 32.4% occasionally use it. This implies that these teachers cannot help the learners to develop the skills that are demanded in the workplace. There are those who never use it, possibly because they are not introduced to the learner-centred methods.								
1.3	Lecture method	17.6%	38.3%	12.2%	25.6%	6.4%	2.51	1.105
Table 5.17 shows that 38.3% of the teachers frequently use the lecture method in teaching EE. They probably teach large classes or feel that they teach a massive syllabus. Sometimes classes are crowded and do not allow teachers to move around and take reasonable time with individual learners.								
1.4	Think-pair-share strategy	5.9%	11.1%	35.1%	28.2%	19.7%	3.44	1.105
Think-pair- share strategy occasionally used by a greater percentage, 35.1 %. When the learners are paired, they are allowed to take the responsibility of their own learning and they construct what they want to learn. This sometimes helps the learners to share their ideas with their peers; this means they learn from each other. In fact 19.7% never use think-pair-share because they are not aware of this method. For them EE is a new subject and many teachers are not aware of the appropriate methods of teaching it.								

1.5	Cooperative learning method	10.1%	28.2%	29.3%	14.4%	18.1%	3.19	1.19
A large percentage (29.3%) of teachers occasionally use this method, since EE is newly introduced, teachers might not been introduced to these appropriate methods in teaching EE. It is frequently used by 28.2% and these might be new in the teaching profession and know about this method. Some (18.1%) of the teachers never use this method and in preparing learners for the world of work.								
1.6	Jigsaw technique	2.7%	8.5%	14.9%	26.6%	47.3%	4.07	1.09
A large number of teachers (47.3%) never use the jigsaw methods of teaching. However, 8.5% do use it frequently use it while 26.6% rarely use it. This means that teachers are not aware of the teaching methods that are appropriate in the teaching of EE. This implies that teachers are not aware of this method,								
1.7	Group work method	15.9%	40.9%	31.9%	7.9%	3.2%	2.41	0.958
It is observed that 40.9% of the teachers use the group method to teach EE. When the learners are allowed to make groups, they can easily learn from their peers and construct activities hence creativity is encouraged when learners work in groups.								
1.8	Textbook method	32.4%	40.9%	21.8%	3.7%	1.06%	2.0	0.889
Another observation is that 40.9% of the teachers use the textbook method. This practice implies that teachers are not familiar with the content that they are teaching, hence they use textbook method because they do not use textbook content to help them teach concepts. Using the textbook method also kills the learners' creativity. A few teachers (3.7%) seem to use this method rarely. This means that they use the textbook method while 1.06% never do.								
1.9	Class discussion method	28.1%	51.06%	17.02%	1.5%	1.5%	2.13	2.40
It is observed that 51.06% of the teachers frequently use the discussion method in teaching EE. This implies that the learners are allowed to participate in the learning process. The content is thus easily retained. This study shows that 17.02% of the teachers occasionally use this method while 1.5% never use it. However 28.1% do use it very frequently.								
1.10	Student teams achievement divisions (STAD)	10.1%	15.9%	26.5%	25.0%	22.3%	3.33	1.266
26.5% of the teachers use this method occasionally while 25.0% do. This implies that teachers deny the learners the opportunity to participate in their learning. A large percentage never use it. Teachers may not be aware of it.								

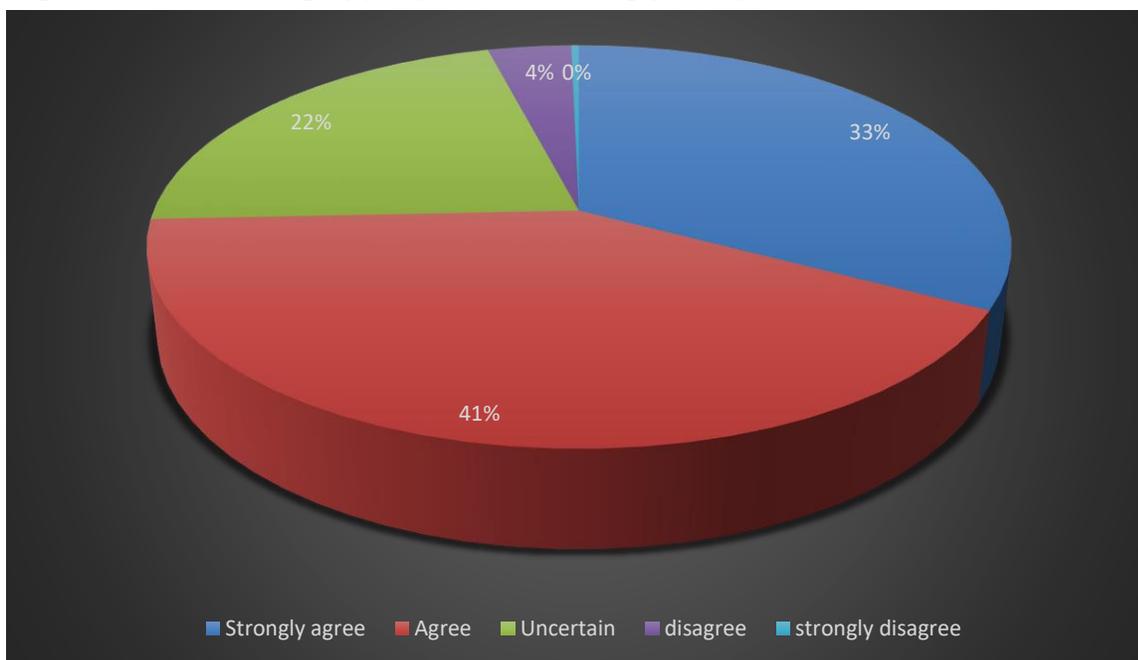
In general, some the EE teachers fail to prepare the learners for the world of work. They do not use the suggested teaching methods which help the learners develop the skills that are demanded in the workplace. Some of them do not use some of the recommended teaching methods, probably because they are not introduced to these

teaching methods during their teacher training, either in the form of workshop or in their initial pre-service training.

5.2.4 Selection of appropriate principles for EE

Figure 5.3 below shows that 41% of the teachers are able to select appropriate teaching principles. It shows that as the learner-centred methods focus on the learner, the learners are able to use their critical thinking to analyse and evaluate the issues in order to make an informed judgement in the process. It also shows that EE teachers are able to select appropriate teaching principles focusing on the learner enables learner creativity. It also shows that the ability to select the appropriate teaching principles allows a teacher to use formative reporting (more than summative assessment) to assess the performance of the learners in the classroom. Some of the teachers do not know these teaching principles, hence no remedy is done for the slow-learners. They are not compelled to either conceptualise, apply or analyse the information. If teachers are uncertain about the teaching principles, they may not allow the learners to observe their own progress because they are not given ownership over their learning. Some teachers are uncertain that they can integrate formative and summative assessment to give constructive feedback.

Figure 5.3: Selecting appropriate teaching principles for EE



5.2.5 Selecting appropriate teaching principles for EE lessons

Table 5.19 Selection of the appropriate teaching principles in EE

	To what extent do you agree or disagree with the statements below?	SA	A	U	D	SD	M	SD
2.1	The learner centeredness principle focuses on the learner in the teaching and learning environment.	13.8%	41.5%	31.9%	11.7%	1.1%	2.22	1.04
<p>41.5% of the teachers are able to select the appropriate teaching principles for EE lessons and 31.9% are teachers who are uncertain that they are able to select the appropriate for teaching EE. Those who are able to select the appropriate teaching principles prepare learners for the world of work effectively. Some (11.7%) are able to select the appropriate principles hence they are able to develop the skills that are in demand in the workplace.</p>								
2.2	Critical thinking as a principal analysis and evaluates an issue in order to make an informed judgement in the process.	28.2%	36.2%	23.4%	9.6%	2.7%	2.55	1.11
<p>36.2% agreed that they are able develop critical thinking that would enable the learners to make informed decisions. Here 23.4% of the teachers who are able to develop critical thinking that help the learners to make informed decisions and 2.7% strongly say that they cannot help the learners to develop critical thinking which is in demand in the workplace.</p>								
2.3	It enhances creativity as a means in creating a thinking process whereby a new or original idea is created or invented, or an existing product is modified.	19.7%	31.4%	26.1%	19.1%	3.7%	2.16	0.91
<p>Creativity is one of the skills that are in demand in the world of work and the greater percentage (31.4%) of the teachers are able to enhance it, while 26.1% could not tell whether they are able to enhance creativity and 3.7% are not able to enhance learner creativity.</p>								

2.4	Assessment for learning and assessment of learning are principles relating to summative (grades and marks) and formative (developmental feedback) reporting on the performance of the learners in the classroom.	24.5%	43.5%	23.9%	6.9%	1.1%	2.22	0.99
It is observed that 43.5% of the teachers are able to assess the learners' classroom performance of learners in the classroom. However, 23.9% could not tell whether they are able to use the classroom assessment methods they cannot tell, which they are not informed about.								
2.5	Clear focus on the intended objectives-subject specific content in each grade as prescribed in the curriculum	25.0%	39.4%	26.6%	5.9%	3.2%	2.17	0.96
Here 39.4% of the teachers are able to develop clear objectives that are intended for specific content which is prescribed in the curriculum. If they are able to develop clear objectives, it implies that they can prepare and present lessons in such a way that they achieve the objectives of the intended curriculum. A fewer teachers are not able to achieve the intended objectives of the curriculum.								
2.6	The application of the problem-based learning principle compels learners to conceptualize, apply, analyse, synthesise, and evaluate information to reach the conclusion.	26.1%	40.4%	26.1%	4.8%	2.7%	2.39	1.05
It is observed that 40.4% of the teachers are able to apply problem-based learning that compels the learners can apply it to evaluate and make the conclusion. However, 26.1% of the teachers are not able to assist the learners to develop the problem-based learning in learners that helps them to make evaluative conclusions while 2.7% disagree that they are able to develop problem-based learning and are not relevant to the world of work.								
2.7	The remedial principle of teaching is where education is intended as a remedy for slow learners and the means to rectify or make good	21.8%	36.2%	23.9%	16.5%	1.6%	2.95	0.85
Some 36.2% of the teachers are able to provide remedial education to the slow learners while 23.9% are not sure whether they are able to provide remedial teaching where learners need it while 18% do not use this principle because they are not able to identify the slow learners.								
2.8	The progression principle is where the curriculum in the lower grades must show progression from							

	the basic/simple to more complex sections of the curriculum in grades 10 to 12.	22.3%	44.1%	27.7%	5.3%	0.5%	2.39	1.14
It is observed that 44.1% of the teachers are able to use this principle where curriculum in the lower grades as the basis for complex principles. There are 27.7% of teachers who do not use this principle while a smaller percentage cannot use it.								
2.9	Allow the learners to observe their own progress by giving them ownership of their learning.	11.7%	47.9%	31.9%	6.4%	2.1%	2.17	0.85
Most of teachers allow the learners to observe their own progress by giving them ownership of their learning while 31.9% cannot allow the learners to observe progress of their own learning while 31.9% are not sure whether they are able to allow the learners to observe their own learning, giving them ownership of their learning. A few teachers do not allow the learners to observe their learning progress.								
2.10	Integrate formative and constructive feedback	16.5%	37.2%	29.3%	14.9%	2.1%	2.48	1.00
37.2% of teachers are able to integrate formative and summative assessment in order to give constructive feedback to learners. 29.3% are not sure whether they are able to use formative and summative assessment to give learners a constructive feedback while 14.9% and 2.1% disagreed that they can use formative assessment to give a constructive feedback.								

Table 5.19 shows that EE teachers are not able to use the assessment methods because they cannot integrate a constructive feedback. This because they are examination-oriented and do not allow learners to observe their own learning.

5.2.6 The challenges in employing learner-centred methods

Figure 5.4 shows the responses regarding the challenges that the EE teachers face in employing the learner-centred methods in preparing the learners for the world of work. In general, this figure shows that 54% of the teachers encounter the problems in employing the learner-centred methods. It also shows that 30% agree that teachers' professional development, classroom facilities and materials as well as poor education system are the factors associated with ineffective use of the learner-centred methods. However, 16% disagree with the fact that ineffective use of the learner-centred methods is due to the above-mentioned challenges.

Figure 5.4: Factors associated with ineffective use of learner-centred methods

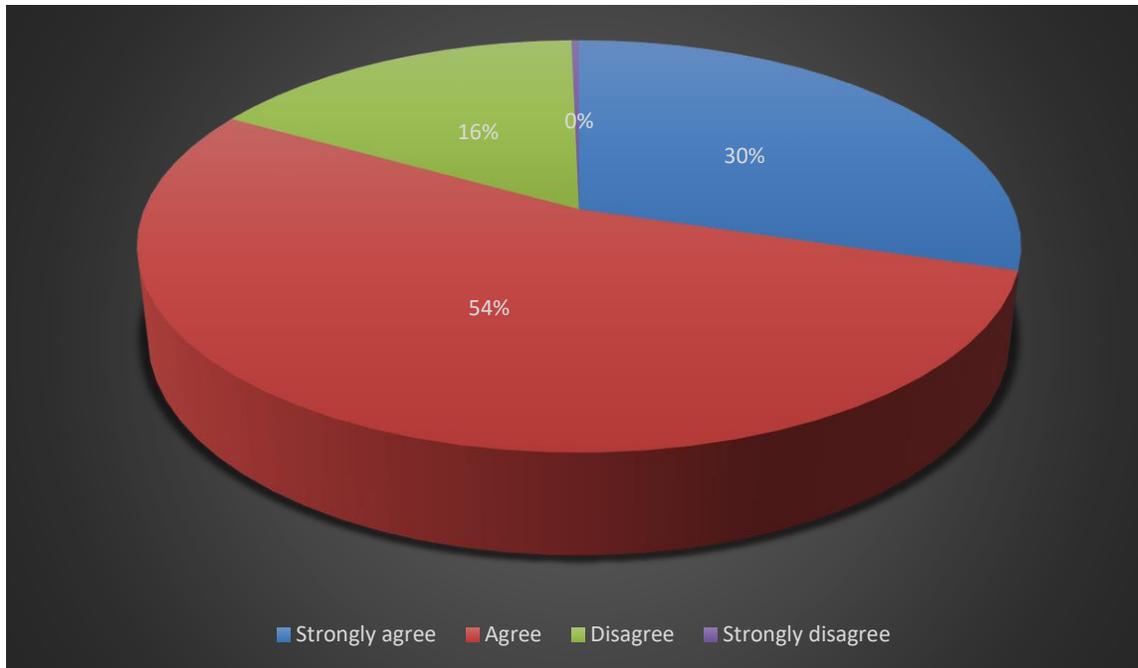


Table 5.20 presents the responses in relation to the challenges that impede teachers to prepare learners for the world of work. They are presented in a Likert scale of:

- Strongly Agree SA
- Agree A
- Strongly disagree SD
- Disagree D

Table 5.20 Challenges with the learner-centred methods

Factor	SA	A	SD	D	M	SD	SIG
Teacher educational attainment	23.9%	45.7%	20.2%	10.1%	2.16	0.907	
It is observed that 45.7% of the teachers find that teacher education impedes teacher preparation of the learners for the world of work. A smaller number (23.9%) strongly agree that teacher education has an effect on teaching EE. When teachers do not have training, they are not able to teach effectively. They lack PCK.							
Teacher professional development	25.5%	37.8%	22.9%	13.8%	2.20	0.989	
When teachers are not updated with the current issues in education, they do not teach effectively. Their skills are obsolete and need to be renewed or updated. A further observation is that 37.8% of the teachers comment that when they are not updated with new ways of teaching and when they are not introduced to the new curriculum, they fail to achieve their objectives.							
Teacher's experience	20.2%	4.0% ¹	29.8%	9.0%	2.25	0.867	
The study finds that 29.8% of the teachers strongly disagree with the fact that the teachers' experience							

impacts on the teachers' ability to prepare the learners for the world of work. 20.2%???							
Classroom facilities and materials	22.9%	41.0%	27.7%	8.5%	2.27	0.904	
It is observed that 41.0% of the teachers agree that lack classroom facilities and materials can impede the teachers' preparation of the learners for the world of work.							
Poor education system and poor coordination among stakeholders	17.0%	35.1%	32.4%	15.4%	2.23	0.895	
35.1% says that the poor education system and poor coordination prevent the teachers' preparation of the learners for the world of work. 32.4% strongly disagree that poor education system has an impact on the teachers' failure to prepare the learners adequately for the world of work. About 15.4% of them feel that poor coordination is the reason why they are not able to prepare the learners for the world of work.							
Learners' background	30.1%	24.2%	18.2%	11.5%	1.91	0.949	
When the learners are not ready to learn, then learning cannot take place. Learning depends on what the learners bring into the classroom. The level of comprehension that one brings into classroom matters. It reflects the stage that the teacher should start at. Learner diversity decides how and where the teachers should start and handle these issues.							
Examination-oriented learning	31.0%	40.3%	19.1%	10.6%	2.21		
When the curriculum is driven by the examination, learning it becomes ineffective. Some (40.3%) teachers said that examination-oriented learning fails to inculcate the learners' employability skills. Almost 11 (10.6%) percent of them do not see the relationship between the two variables.							

The t-test was used to establish the variation between the responses of male and female respondents in relation to all the sections, apart from the biographic information (Section A) in order to compare if the female teachers responded differently from the male teachers (Amponsah 2016:149). An independent sample t-test was run to identify the difference by looking at the means and standard deviations. The coefficient of reliability ranges between 0.812 and 1.182 with an overall reliability of 0.979 which is considered a high level of consistency and reliability as it is above the benchmark 0.05 (p-value).

SECTION B: PRESENTING QUALITATIVE DATA

This section presents data that was collected through individual interviews with teachers (classroom teachers) and teacher trainers. The themes and sub-themes that emerged from the data are discussed hereafter. The themes and sub-themes which were generated in line with the research questions are also discussed.

5.3. Theme 1: Scope and nature of EE

In response to the first research objective 1 (*c.f.1.10*), the scope and nature of EE, data was collected and divided into the sub-themes as discussed below.

5.3.1 Awareness of the syllabus aims

Some of teachers are not aware of the aims and objectives of the syllabus and education policy, MoET. EE was introduced recently, most of the teachers have already been in the field and some have been trained to teach it through the workshops which do not include all the teachers in schools. Some of them have been sensitised by their colleagues. However, teacher training was not adequate to make or cover everything that teachers need to know including introduction to the aims and objectives of the syllabus and the policy. Some of the teachers just look at the content that they are going to teach, ignoring other important issues relating to the syllabus aims and objectives as well as connecting these objectives to the national education policy.

The syllabus aims yes.....with education policy (smiling) I'm not aware of it. Maybe as a teacher, I look at the syllabus, its aims but concentrate more on the syllabus content (Teacher 2, School C)

5.3.2 Periods allocated

There are five periods allocated to teaching EE. Some of the teachers found these periods inadequate to teach theory and to give the learners time to do their individual hands-on activities. Some of the teachers complain that during these periods they have to allow the learners to go and buy some goods to sell. This practice causes conflicts among the teachers because it makes the learners spend most of their time doing EE. Some of the teachers in the sample found these periods adequate because learners use the school tuck shop for their practical learning and during the periods allocated for selling.

I think those five lessons are enough and we give one lesson for practical learning. These other four (periods) are allocated for theory (Teacher 1, School E)

These five periods are not enough because you will find that one concentrates on theory because there is a lot to cover on it (Teacher 2, School F)

5.3.3 Content coverage

Teachers also reported that there is too much content to cover in the syllabus within the set time (limited time) as the learners are lazy to do the work by themselves. They further reported that the teaching periods that are allocated for this subject are not adequate for both practical and theory because some topics are packed with information. This situation results in the neglect for the practical learning. Therefore, the learners are hardly exposed to the practical section. Their interest in business thus fades away. The teachers comment:

Sometimes we manage but other topics are too long because it takes a long time to deal with theory, so the practical part suffers (Teacher 2, School E)

5.3.4 Relevance to world of work

Some teachers find this syllabus relevant to the world of work because it is aligned to the aims of the education policy, MoET (c.f. 1.5). They further showed that it aims at helping the learners to create jobs for themselves and for others. EE aims at developing the learners' skills and attitudes that are needed in the world of work. Because the syllabus is used in the concepts that are used in our daily lives, it becomes relevant to the world outside the school. The learners can understand and use these concepts appropriately. The concepts such as the budget and the expenses are used in the day-to-day context and now that the learners are taught how to use them, the syllabus is found to be relevant. This is evidenced by some of the teachers as it is exemplified below:

Yes, I would say it is relevant because before we embark on the practical part, we teach theory which is more elaborative on the concepts that they use in the practical part. (Teacher 2, School A)

Data also shows that the EE teachers understand that it is relevant to the world of work in that it must enable the learners to establish and run their own businesses when they leave schools.

5.4 Theme 2: Teaching and strategies and methods employed in EE

In response to the above question (*c.f. 1.10*), these are the sub-themes that emerged:

5.4.1 Never employed recommended teaching methods

As for the teaching methods and strategies that are suggested for the teaching of EE, teachers seem to have never used the learner-centred methods. They were not introduced to these methods while they were undergoing teacher training. As it is indicated in the previous sections, EE is a new subject and most teachers just use their common sense and their experience to teach it. This is because teacher trainers do not have the opportunity to train pre-service teachers to be relevant to their field. Teachers indicated that they are not aware that there are teaching methods tailored or recommended for use in the teaching of EE. Rather they use only the methods that they learnt about when teaching. The EE teachers also indicated that the method to be used is determined by different factors such as individual teacher (teachers prefer teaching methods that suit them and never try those which they are not competent in), the topic to be dealt with, the calibre of the learners and their prior knowledge. There are those teaching methods which the teachers affirmed are not used at all even though they are learner-centred and are encouraged for the preparation of the learners for the world of work.

We sometimes don't use these teaching methods because we are under pressure of time and resources even though we would like to use them. (Teacher 2, School F).

5.4.2 No methods tailored for use in EE

The teachers posit that as much as they would like to use the learner-centred methods, they are forced by circumstances to ignore some of them and follow what is prescribed in the learners' books. There are some methods which are occasionally used by teachers because teachers normally assist the learners in doing the work as they do not do work entirely on their own. The question-and-answer method, the demonstration, the group work and the lecture are the ones which are mostly used in the implementation of EE. Since EE is relatively new in the context of Lesotho, some of the methods that

teachers use are not appropriate because they do not help the teachers to inculcate the skills that are in demand in the labour markets.

The other teacher said:

I don't know that there are those teaching methods that are tailored for teaching EE. I just use the ones that were introduced to me during teacher training. (Teacher 1, School B)

5.4.3 Follow learners' books structure

When introducing change of curriculum in schools, teachers must be the first priority for they are the change agents. They are the ones who are supposed to put it in practice. If they are not well introduced to PCK (c.f.2.2), they find it challenging to teach because they do not know the content of what they are to teach, the teaching methods as well as how to introduce this to the learners. Hence, they just use the textbook method. They teach according to the structure of the book. One of these teachers replied:

We normally follow what is laid out in the learner's textbooks for exams purposes because we don't do what is not in the examination. (Teacher 2, School E)

5.4.4 Team-teaching

Team-teaching does not seem to be practised in some of the schools. Teachers do not help each other. Teachers also indicate that there are many streams to teach and that only a few teach all those streams so that when a teacher is one class, the other one is in another classroom. This prevents them from helping each other even if they would like to do so. There is also lack of support. The only way teachers get supported is through departmental meetings. Some of them indicated that they only raise their problems during departmental meetings or in the associations. They ultimately get assisted. Teachers also find the EE content too difficult for the learners to understand because there is too much of it to cover within the planned time. It may be concluded that the teachers do not have the skills that enable them to select the strategies that would help them to teach it effectively. Some of these teachers indicated this:

Yes we do, but it is not regularly done. We really work as a team even though others do not allow us to enter their classrooms (Teacher 1 School A)

My HoD has never done a class visit since I have been here, in fact, generally class visits are not practiced, (Teacher 2, School E)

5.4.5 Learners are not allowed to observe their progress

It is found that teachers are not able to use the learner-centred methods effectively because the content of the syllabus is too much to be covered in the specified time. Therefore, they report that they use a few of the learner-centred methods because they are always pressurised by time to finish a certain part of the content prescribed for a specific period by the teachers' association that they belong to. For this matter, the learners are not allowed to observe their learning progress and teachers are not even able to integrate assessment methods while assessing and rely only on the formative type of assessment. They further put that planning together in association does not only help them put their learners on the same level with other schools, but also it puts them under pressure to finish such content and this forces them to use teacher-centred methods where a teacher becomes an authoritarian and decides on what to be learned and how. This kind of teaching methods does not allow the learners to actively learn from their peers and even take the responsibility of their own learning. This is because most of the activities are initiated by the teachers for the learners. Critical thinking is not encouraged because they are made to absorb everything from the teacher.

Sometimes it depends on my personality as a teacher or my preferences and aspirations. When I'm pressurised by time I teach for passing examinations. (Teacher 2, School F)

When they are pressurised by time they resort to lecturing so that they finish the planned work in time.

5.4.6 Inadequate training received

When the researcher digs into the training that teachers have undergone in order to teach EE, the responses are that not all teachers in the schools that took part in the research are teachers by profession. One of the schools indicated that very small

schools, struggling to grow and have a few trained teachers. Therefore, it is the responsibility of each school to find and employ teachers because some do not stay for a long time just because of the salaries that they get. Hence, there is always so much movement in and out of the schools that impact on the preparation of the learners for the world of work for the school will always have to train them as they come in. Some teachers showed that they are not able to use the learner-centred methods because their principals are the kind of administrators who want their schools as the best performing schools by making their learners do better in the examinations than being the best themselves.

No, workshops in this country. No, (laughing). They just introduce it to us and let you do it on your own. Most of the time with no prescription of books. (Teacher 2, School C)

Change without training frustrates those who have to implement it. Hence there is a reason for the failure to prepare the learners for the world of work.

5.4.7 Teacher preparation

During the interview with teacher trainers it became clear that student-teachers face challenges during their teaching practice. Some of them are denied practice in the real workplace (schools). Sometimes they do not have a chance to practice all their teaching subjects for their cooperative-teachers lodge complaints that their classes are disrupted by these student-teachers who spend only a few months teaching. They are even rejected in the teaching practice as their coop teachers complain that they disturb their learners' learning because their teaching practice is very short in most cases. They also reported that they are made to take courses which do not relate to their specialisations and this makes them doubt their training.

Our teaching is too short because it lasts about three months and this is when our students get used to the teaching environment. (Teacher trainer 1)

When teaching practice is very short, practicing teachers do not get what it entails to be in the actual classroom, teaching actual learners. Hence their teaching practice is ineffective.

5.4.8 Dragging courses

Not all student-teachers proceed to the following class. Some of them are tricked by courses that they have to drag to the following year or even completely repeat. Student-teachers also reported that they are not included in the decisions for making the changes in the timetables, tests days and other activities. Hence, these cause so much tension and struggle among them so much that they even fail to attend some classes. Teacher trainers report on the challenge of dragging courses by their student-teachers which results in their student-teachers inadequately trained when leaving the training institution. They showed that dragging courses which do not make up a whole teacher as courses are not offered by the same faculty.

Since we don't teach our own students, they have to take courses from other departments, and they fail these courses, they have to drag them to the next year because they have to pass them. (Teacher Educator 2)

5.4.9 Structure of the university courses

Some institutions of higher learning have structured their courses in such a way that the courses are offered by different faculties. This is the case with teachers training institutions, content courses are offered by other faculties where most lecturers are not teacher-oriented and cannot be able to train a teacher adequately for they do not know what is at stake in teaching. This becomes the base for inadequacy in the training offered to such teachers, hence they are not competent enough with what to teach.

5.4.10 Class organization and learners' background

When asked about the challenges that they experience in employing the learner-centred methods, the teachers seem to have many challenges. They point out that even though the subject is so important in the preparation of the learners for the world of work, they are not able to use the learner-centred methods because of the crowded classrooms. Some of them report that they have large classrooms which do not allow them to deal with the individual learners during the class. Most of them refer to the learners' calibre as another challenge. They have the kind of learners who are lazy to read and who do not have the reading culture. They do not seem to be motivated to do things on their own.

Most of them reported that the content of EE is too much with complex terminology as it is not taught at the primary school level. It is difficult to make them understand the terminology. Another challenge with the learners is that some learners are afraid of considering EE mathematically because it has calculations. Those who hate mathematics are demotivated and do not like it and do not perform well in it. It also seems that most schools have untrained teachers.

Making them to understand is a struggle but with time repetition helps them to comprehend something. (Teacher 2, School D)

Another teacher says:

It is also a nightmare because some of these learners have mathematics phobia, whenever they see calculations, they shut up their minds. (Teacher 1, School A)

5.5 Presentation of observations

There were also lessons were observed based as a means of triangulation discussed in chapter 4 (to validate data collected from other methods). Teachers were observed twice to get the actual insight of their classroom practices. The observation schedules were as follows:

5.5.1 Classroom Organization

Table 5.21 The EE teacher readiness for class

	YES	NO	Observations of lesson
arrives on time	√		Very time-consciousness.
relates this and previous class(es), or provides students with an opportunity to do so		√	Not clear how this related to the lesson
provides class goals or objectives for the class session	√		Clear instructions, lesson objectives were indicated before the lesson presentation
provides an outline or organisation for the class session		√	No organisation was given to the learners
knows how to use the educational technology needed for the class		√	Not informed
locates class materials as needed		√	No materials used besides textbook and chalk
makes transitional statements between class segments	√		Transition was made only on introduction and conclusion

	follows the stated structure		√	The lesson plan is poor structured
	conveys the purpose of each class activity or assignment		√	Actually teacher just gives away classwork
	completes the scheduled topics		√	Run out of time
	summarizes periodically and at the end of class (or prompts students to do so)		√	Summaries not done except bidding the class goodbye
Examples of teacher actions or behaviors that support the ratings above.		Teacher's lesson was poorly planned and there are no teaching materials seemed to have been used		

Generally, since lesson plans are poorly structured, teachers do not inform learners about the objectives of the lesson. They just divide them into groups; let them do the day's lessons. Teachers leave the class even if the learners have not completed the work in time. They do not even give instructions for the lessons. The learners do not know exactly what to do. This indicates that teacher training was also poor.

5.5.2 Presentation Skills

Table 5.22 The EE teacher's presentation of skills

		YES	NO	Observations during the lesson
	is audible to all students	√		Learners who sit at the back of the class could easily follow the lesson presentation which was well communicated
	articulates words so that they are understandable to the students, and/or visually represents words that might be difficult for students to hear		√	It seems that some learners do understand the instructions although the information displayed was visually small on the chalkboard
	varies the tone and pitch of voice for emphasis and interest		√	No variation because teacher just talks for a few minutes and leave the rest to the learners.
	speaks at a pace that allows the students to understand and take notes	√		Teacher speaks clearly and to the extent that students easily catch up and take notes
	establishes and maintains eye contact	√		Establishes and maintain eyes contact
	avoids over-reliance on reading content from notes, slides, or texts		√	Teacher relies on reading from the book (textbook method).
	avoids distracting mannerisms		√	distracts learners with ringing phones
	uses visual aids effectively (e.g. when appropriate to reinforce a concept, legible handwriting, readable slides)	√		Legible handwriting sometimes, no slides used
	uses the classroom space effectively		√	Stands in front of the class
Examples of teacher actions or behaviours that support the ratings		Seats on learners' tables, throw chalk on those who are sleepy, cellphones ringing, reads from books or notebook.		

Teacher stands in front of the class with the cellphones in hand, distracts other learners by seating on their tables. No teaching aids are brought to class. This implies that teachers used teacher-centred methods.

5.5.3 Teacher-learner Rapport

Table 5.23 The EE teacher's teacher-learner rapport

	YES	NO	Observations during the lesson
attends respectfully to student comprehension or puzzlement		√	The learners who do not give correct answers are not treated with respect
invites students' participation and comments	√		Even though it is not thorough, the learners are invited to participate and ask questions
treats students as individuals, e.g. uses students' names	√		Uses names to call on learners
provides periodic feedback		√	No periodic feedback given to learners during class
incorporates student ideas into class		√	Does not incorporate learners' ideas into class when they get answers correct
uses positive reinforcement (i.e. doesn't punish or deliberately embarrass students in class)		√	Does not reinforce learners' responses; instead punishes for wrong answers. Even harasses the learners in class especially the noisy ones.
Examples of instructor actions or behaviors that support the ratings above.	Accepts learners' responses without reinforcing them. Knows them by names and call them as individual learners. But no feedback is provided when learners get answers either correct or wrong.		

This indicates that EE teachers do not possess subject matter knowledge and are also lack self-efficacy.

5.5.4 Clarity of lesson Presentation

Table 5.24 The EE teacher clarity of the lesson presentation

	YES	NO	Observations during the lesson
notes new terms or concepts	√		New terms are explained clearly
elaborates or repeats complex information		√	Complex information or concepts are not repeated nor elaborated
uses examples to explain content		√	Not frequently done
makes explicit statements drawing student attention to certain ideas		√	No, students' attention is not drawn to certain ideas
pauses during explanations to ask and answer questions		√	No, teacher just explains without pauses
Examples of teacher actions or behaviors that support the ratings above.	When introducing new concepts teacher explains clearly but no pauses to draw learners to important parts of the lesson or ideas		

Inability to explain new concepts to learners implies that teachers lack PCK.

5.5.5 Variety and Pacing of Instruction

Table 5.25 The teacher use of variety instruction and pacing

	YES	NO	Observations during the lesson
uses more than one form of instruction		√	No variety of instructions
pauses after asking questions		√	Directs a question to an individual learner and that makes others relax
accepts students' responses	√		Sometimes accepts learners' responses
draws non-participating students into activities/discussions		√	Does not draw non-participating students into activities or discussions
prevents specific students from dominating activities/discussions		√	Feels excited to talk to the most dominating-students
helps students extend their responses	√		When learners' responses are complete or clear teacher extends responses
guides the direction of discussion		√	when given the first instruction learners do work on their own
mediates conflict or differences of opinion		√	Does not mediate conflicts between different opinions
demonstrates active listening		√	Does not have listening skill.
provides explicit directions for active learning tasks (e.g. rationale, duration, product)		√	Learners are instructed to do work on their own

allows sufficient time to complete tasks such as group work	√		Learners take sufficient time to complete their work
specifies how learning tasks will be evaluated (if at all)		√	In all cases learning tasks are not evaluated
provides opportunities and time for students to practice		√	Learners are given the whole period to do the assigned work
Examples of teacher actions or behaviors that support the ratings above.	Teachers just instruct learners to work in group, do not care how groups are formed. No instructions are given as the activities to be done after discussions and time to be taken in groups		

5.5.6 Content Knowledge

Table 5.26The teacher content knowledge

	YES	NO	Observations during the lesson
makes statements that are accurate according to the standards of the field		√	Because she reads from the notes she does not make accurate statement of the field they are teaching
incorporates current research in the field		√	Does not incorporate current research in the field. Not confident
identifies sources, perspectives, and authorities in the field	√		At some point can identify source and authority in the field
identifies <i>diverse</i> sources, perspectives and authorities in the field		√	Cannot identify diverse sources in the field
communicates the reasoning process behind operations and/or concepts		√	Does not communicate reasoning for any operation or concepts in a lesson
Examples of teacher actions or behaviours that support the ratings above.			Teacher does not communicate reasons behind operations and cannot identify diverse sources

5.6 Conclusion

This chapter presented the findings of the study conducted through both quantitative and qualitative research, with the data collected from the teachers and teacher trainers. It began with the themes that emerged from the questionnaire that was sent to and filled by teachers. The questionnaire focused on the scope and nature of EE, the teaching methods and the strategies that are used to teach EE. It also presented the challenges that teachers are faced with in teaching EE. Then the themes from qualitative approach that include interviews for teachers and teacher trainers and observations are identified.

CHAPTER SIX

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The purpose of this chapter is to provide the summary of the chapters, synthesising and consolidating the findings from both quantitative and qualitative approaches of this study. It also presents the conclusions and recommendations of the study as well as encapsulates some suggestions for further research.

6.2 Summary of chapters

The aim of this study was to examine the effectiveness of EE teachers' classroom practices in preparing the learners for the world of work. In particular, the study looked into the EE teachers' subject knowledge and knowledge about the Lesotho Education Policy. Teaching methods and strategies used to teach and the challenges that impede the effective teaching are also summarised. The findings of this study led to some conclusions. The EE teachers' ability and effectiveness does not only depend on the classroom practices, but are also rooted in the teaching methods and strategies. The ability also depends on their ability to select and the frequency of using the appropriate teaching methods and strategies of teaching EE. The inability to select and use appropriate teaching methods and strategies resulted in the EE teachers using teacher-centred methods which do not allow the learners to do the practical part of the syllabus which helps them to develop employability skills. Besides inhibiting the learners' development of the skills that are demanded in the world of work, the learner-centred methods of teaching lead to the learners' being considered as the empty vessels, waiting to be filled up by an expert, teacher, with knowledge. In this way, power is not shared between teachers and learners. Learners do not take responsibility of their learning, they wait to be fed with knowledge and be drilled for examinations.

Another challenge that has been found is the teachers' lack of pedagogical content knowledge. When the teachers do not know the content that they have to teach, it becomes difficult for them to select the teaching methods and strategies that are appropriate for preparing the learners to fit in the labour market. When they lack PCK, the EE teachers may not be aware of the learners' diversity and ways through which they can best learn (*c.f.2.2.2*). This results from inadequate in-service and pre-service training that would update EE teachers about the latest teaching methods that are needed for the 21st century skills. If workshops are not organised for the teachers, the teachers always resist change. Similarly, when teacher trainers are competent in preparing the teachers for their profession, the teachers also become competent in their preparation of the learners for the job market. They do not just teach for the sake of teaching and the rate of unemployment is likely to decrease.

It has also been noted that support from the stakeholders, their colleagues, school administration and MoET was not effective, from either. If EE teachers would support each other through team teaming, observing one another and reflecting on one's teaching they would better prepare the learners for the world of work. Organised workshops by teacher trainers, teachers' associations and other relevant stakeholders would motivate the teachers and update them with strategies that are relevant for the development of the labour market skills for the 21st century skills. As change occurs at any stage, teachers do not seem to be readily prepared to take it. Even when it is positive change, they resist it when they are not made to consider it as good. Hence, MoET need to adopt change strategies that would make the teachers understand change and make it theirs before they can implement it. In other cases, the inability to prepare the learners for the world of work is the result of teacher-certification and shortage of qualified teachers, particularly in those schools that are most remote. Qualified teachers are not interested in teaching in the remote areas where resources are not available for effective teaching.

Consequently, schools are forced to recruit those people who are not professionally trained as teachers and this creates a challenge for them to prepare their learners for the world of work. The learners' background can become a challenge. From observation, some learners can push to do the work without a teacher, but others cannot. They consider a teacher as an expert that they expect to learn from. Whatever they learn comes from the teacher. Such learners are used to teacher-centred methods of teaching and of learning. Their cognitive skills are sharpened for memorisation and for passing the examinations. They reproduce what their teachers taught them. Their higher order learning skills are not sharpened. They do not think aloud. Such teachers and learners are unfit for the labour market. When teachers use the traditional teaching methods, the learners cannot acquire any employability skills.

6.3. Discussion of the findings

The main research objective of this study was to examine the effectiveness of the EE teachers in relation to the learners' preparation for the world of work. In response to this aim, the specific objectives were discussed in relation to the reviewed literature and the theories that underpinned this study. The discussions of those objectives are in the subsequent sections.

6.3.1 The findings with regard to the first research question of the study: *What is the scope and nature of Entrepreneurship Education as a prescribed curriculum for Lesotho secondary schools in relation to the job market?*

Preparing the learners for the world of work was the issue in MoET until EE was introduced in Lesotho secondary schools. For the EE teachers to prepare the learners for the world of work, they need to know the scope and nature of the school syllabus. EE has been found to be relevant in providing the learners with marketable skills needed in the labour market and for self-reliance. By marketable skills, the researcher refers to employability skills or transferable skills that employers demand from employees if they are able to market themselves. In other words, they are the skills that will help these learners do the job very well. It is better that learners possess these skills as today's fast moving world demand these skills. Hence, learners will make informed decisions about career choices because they have passion, communication, adaptability, problem-solving

skills to mention the few. In addition to promoting self-reliance, it was also found that it aims at preparing the learners for further education and training because it is a combination of theory and practice (*cf.*3.2). As such, the practicals which learners do in and outside the classroom are an essential component of the teaching and learning processes which encourage the employability skills. They make the subject relevant to the world of work. EE is an important subject that exposes the learners to the concepts of business. The Lesotho education policy (MoET 2008:7) spells out very clearly the secondary education aims as to provide the learners with advanced entrepreneurial skills for the world of work. The findings of the study for this particular objective are that the nature and scope of EE are relevant to the world of work; they introduce the learners to the concepts that relate to the workplace such as the market research, business plan, sources of capital. This means that the learners can conduct market research for their businesses, prepare business plans and identify the sources of capital for their businesses. They can understand the elements that make it business successful. However, the learners are not able to raise the capital in order to establish their own businesses. Another issue is to introduce the learners to the aims or benefits of the current curriculum.

The study finds that EE teachers do not give the learners adequate content to establish the businesses so that they can even employ other people in their businesses. This claim comes as a result of the practicality of the subject. The learners do not conduct projects where they do buying, pricing and selling some goods to the school community. As a result, the learners are not ready for the world of work. This contradicts what was found in Adebisi study (2016:94) that EE is education for occupation and economic understanding. It helps the learners to be economically literate, informed citizens, wise consumers and competent workers with some understanding of the world of business and how it functions. This concurs with (Nwaigburu 2013:114) in chapter 3, that though, the curriculum can adequately prepare and equip the learners to fit into specific jobs or to establish jobs for themselves upon graduation), the study finds that the EE graduates are not absorbable into the labour market because they lack employability skills. The EE teachers do not only need to have content knowledge (*c.f.*2.2), but they also need to know

the curriculum and its educational goals. They claim that they do not know about the goals and objectives of the curriculum and this implies that they do not have a deep knowledge of the subject matter which would increase their effectiveness of teaching (*c.f.2.2*). As Taşdan and Çelik (2016:97) showed from literature, knowledge would enable teachers to know the prerequisite knowledge that is necessary to teach a certain subject, what the appropriate examples and homework are and what kind of illustrations can be used.

Though findings revealed that learners are able to conduct school-based projects, they cannot establish and run their own businesses in real life situation. Their perception is that the learners are not mature enough to run and manage their own businesses when they leave school. Most of them are too young to run the project and to think for themselves. This also shows that they have not developed appropriate attitudes that would influence them to establish businesses and to be absorbed in the labour market. The study finds that even the learners whose parents are already running businesses do not volunteer to help. This implies that even though the scope and nature of EE are relevant to the development of skills that are demanded in the labour market, teachers do not use collaborative learning, to develop skills that are useful for the real jobs. The learners do not practice what they learn EE is just a mere school subject with no relevance to the world of work. Furthermore, if teachers claim that learners are not mature to run and think business, then, EE does not have an impact on the learners' lives in future.

The study finds that some teachers do not allow the learners to practise in the school project. They argue that it has too many challenges which are sometimes not easy to solve. For example, some learners steal the goods that are supposed to be sold; the older learners refuse to pay for the goods sold on credit. This annoys some of the teachers. This is why they just drill their learners to answer examination questions. Consequently, when teachers do not help learners to carry out these activities, it shows that they are not business oriented either. It also implies that not all the EE teachers know much about the goals of the education system of Lesotho, MoET. Contrary to the good aims of EE, another finding is that allowing the learners practice in the school project steals away their limited time. For the learners to have to leave class to buy the stock, it is a disadvantage.

Sometimes it takes half of the day to buy the various items because shops are not found near school premises in some districts. The observation is that teachers seem to be lacking pedagogical knowledge and any knowledge about the learners and their characteristics, as it was discussed (*cf.2.2*).

When the teachers themselves deny the learners their rights, there is no way in which the skills of the learners can be developed in them. Hence, one would conclude that the teachers do not see any relevance of the curriculum. One of the reasons for the teachers' failure to prepare the learners for the world of work is the Education Inspectorate. It fails to make follow-up visits to find out whether the learners have school projects and really do practise buying and selling before they write the examinations. This shows that teachers have a lot of work and that if they are not given support from the relevant stakeholders, especially inspectorate, they do not support learners either. Such teachers are not committed. They do not see the importance of the EE projects at school. They are not committed to facilitating democracy in the classrooms if they cannot allow the learners to have hands-on practice which is suggested in the policy. Committed teachers ensure that the learners fulfil their responsibilities. This increases curiosity and interest in the work, knowing that the teachers support them. It also proves that they are not skilled teachers in their subject if they cannot guide the learners to achieve the requirements of the subject.

Sometimes the teachers lack self-efficacy. They do not seek help from their colleagues because their beliefs and classroom practices are not interrelated. Their beliefs tend to shape the nature of their instructional practices (*c.f.2.3*). Weimer (2014:41) points out that the learners can only understand how to apply the knowledge of the content when the teachers frame it to the extent that the learners can see how it can be applied in future and how to solve real problems. This would help the teachers to present content thus they see its relevance. It can also help the learners to embrace the content and to make meaning out of it. Practice may inspire and encourage the he learners to learn.

The relevance of EE in the real world may not be easily applicable because there are no funds to establish the businesses. Some schools offered the learners some loans while

others require the learners to contribute such money. Another reason for its failure to be applicable may be that the learners do this practical part of the syllabus within a very short time and this does not motivate the learners to put it into practice. If they do not put the necessary skills into practice, in they cannot be ready for the workplace. Furthermore, if the learners can be allowed to take short internships, they can gain experiences and anticipate the opportunity to compete for jobs.

Despite the EE teachers' understanding of the policy-makers' expectation, the study finds that they find the syllabus to be too bulky and challenging to teach. This feeling may be passed onto the learners. The teachers may, therefore, use the teacher-centred methods so that they can cover a lot of work within a short time. They do not seem to comprehend their aims. Knowing the aims of the curriculum and the syllabus can enable the teachers to work towards achieving them. They can own the results of the classroom practices. Thetsane and Matsela 2014:174) observe that when teachers take advantage to teach more content on the expense of learners learning, little or no space is allowed for dialogue or reflection since things are mostly imposed on learners by a teacher through teacher-centred-methods. This disadvantages learners because they in turn take what is taught unquestioningly by memorising as much as possible for the sake of the teacher. This leads to further problems when teachers are supposed to comprehend and transfer content to the learners.

These challenges that are identified in this study are similar to the ones identified by Qhosola (2015: 215) who found that teachers struggle with the knowledge content, pedagogical content knowledge and the knowledge of teaching EE as well as the classroom practices. She claimed that there is a need for the EE teachers to know the content that they are going to teach and how it differs from the content of other subject areas. It is also stressful for teachers when they are unable to finish teaching the planned content at the right time. This arouses emotions that result in low self-efficacy in some teachers that they are not able to accomplish their tasks at all (*cf.2.3*). As it has been evident that EE is largely about the policies and procedures which need to be followed. If this is the case, teachers have little or no opportunity to teach the content within the

allocated time because in that way, they distort the curriculum designers' good intentions of the syllabus. This causes them to make judgements on their deficiency rather than on performing their tasks successfully. Jameson-Charles and Jaggernauth (2015:7) highlighted that when teachers doubt their capabilities to perform certain tasks. This implies that they have low aspirations and a weak commitment to the goals that they have to pursue. The low self-efficacy is the result of failing to perform the tasks that they hoped to perform in time and such failure is likely to cause a negative influence on their future attempts.

A further finding of the study is that some teachers are dependent on textbooks. This is consistent with the literature that dependency on the textbook method as a single method while giving the general guidelines violates the teacher's other roles as researcher and leader (*c.f.2.4.2*). Using the textbook method leaves content taught as abstract to the learners and it makes them struggle to relate to it meaningfully to their own lives. As the study finds out, the teachers' opinion is that the time allocated for EE is inadequate for them to prepare the learners for the world of work (*c.f.5.3.2*). This is because teachers are not able to choose the teaching methods that are appropriate for the context and some factors including time, resources and expertise. Therefore, preferring teacher-centred approaches such as that of following textbook was influenced by limited time which they found inadequate for them to teach both theory and practical parts of the syllabus at the same time and to achieve the main objective of the study.

If teachers find the content of their subject bulky and challenging, it implies that they lack two important characteristics of an EE teacher. Firstly, they lack specialised knowledge of their subject to create an effective teaching and learning environment for the learners (*c.f.2.2.2*). Secondly, they lack certain principles and strategies to use in their classrooms so that they can excel. These teachers have to maximise the instructional time and teach at a steady pace in order to avoid the stress caused by having to complete the planned content from their respective Teachers Associations. If they lack this knowledge, they are not the quality of teachers who are expected to teach EE as it needs to be taught by specialised teachers (*c.f.3.3*). The literature shows that many syllabi, such as the one for

EE are so demanding for many learners and teachers that they put priority on the teacher to get through the syllabus and to give support in order to bridge the gap between schooling and the world of work. It has also been established from the theoretical framework that teachers need to know the functions of content in order to achieve the objectives of both the subject and MoET (*c.f.3.5.7*). If not, they find the content challenging and bulky. They do not even know its relationship to the outside world because they do not have the models to learn from. The content can be challenging to teachers if they cannot explain some concepts which they teach as it is reflected during the observations with these teachers. The inadequacy would mean lack of the subject matter knowledge explained by Shulman's (1986:9) theory (*c.f.2.2.1*). Therefore, they will not be able to develop the skills that are required in the workplace.

The reason for this massive or bulky content of the syllabus is that the teachers teach every piece of the content of the syllabus instead of using it to develop the required skills. Similarly, when teachers do not know the functions of content (*c.f.3.5.7*), they will use content for coverage rather than facilitating learning. Hence, they find it bulky and challenging to finish the work within the planned time. Failure for the learners to gain these employability skills (skills needed in the workplace) also shows that the teachers do not have the pedagogical content knowledge since they indicated that they follow what is laid down in textbooks when teaching. As Shulman (1986:9) asserted, teachers should have a deep knowledge of teaching (pedagogical content knowledge). That is, they should have an understanding of how to organise content for a given subject, how to present it to the learners, bearing in mind that she or he is going to teach the learners with diverse needs and abilities (*c.f.2.2.2.1*). On the other hand, content may be considered massive because EE itself is systematic. This means that it is structured in steps that need to be followed. If one step is skipped, logic is lost. Therefore, teachers have to follow all the steps.

Following what is laid down in the textbooks also shows low self-efficacy which plays a negative role in the way teachers can accomplish the goals of the syllabus or tasks and challenges as their actions are influenced by the actions observed from others. Teachers

have to be creative enough to deduce some strategies that would help them finish such massive content. These beliefs and capabilities are what EE teachers hold about organising and executing successful tasks (*c.f.2.3*). These findings are also confirmed in Thetsane and Matsela study that teachers rarely use action-oriented methods of teaching because they fear sacrificing the syllabus coverage in depth at the expense of coverage in breadth. As indicated in Chapter Two (*c.f.2.2*), when teachers lack pedagogical content knowledge, which is fundamental to teaching, they cannot provide employability skills to the learners. This means that they do not effectively select and use the strategies for teaching EE in accomplishing the fourth objectives of this study (*c.f.1.10*). Teaching is not merely the delivery of information to develop a complex and contextualised set of knowledge to apply specific problems of practice. This shows that EE teachers' main focus is mostly to finish the lessons that they prepare, not on the process of teaching that shape learners' behaviour. The issue of the bulky and challenging content (*c.f.5.3.3*) also makes it difficult for learners to grasp most of the new concepts because these are not dealt with in depth in the classroom

Sometimes teachers find the content of this syllabus bulky when there is no orientation on the curricular goals and as they never read these goals, instead they go straight to scheming and start teaching. The traditional methods can lead to the learners progressing to the next lesson in the pre-planned sequence regardless of whether they had completely grasped the key subject knowledge or skill or not. Although the EE syllabus is prescriptive in terms of what should be learnt, teachers continue to follow what is in the books (*c.f.5.4.5*) and fail to be creative in the use of the various strategies so that nearly all the learners are able to understand the new concepts or skills being taught before progressing to the next level. This takes a lot of time and teachers declared that they cannot teach everything that they are expected to teach because they feel presurised with time (*c.f.5.4.5*). Since the teachers cannot change the policy, they need to use other strategies proposed by this study (*c.f.7.2.3.1*) so that they may facilitate the development of employability skills instead of complaining about time allocation for this subject. Those strategies are suggested in chapter 7, proposed framework.

The EE teachers should consider the knowledge of teaching strategies and methods as a transformation and apply appropriate teaching strategies. Ganyaupfu (2013:30) as well as Thetsane and Matsela recommended the use of the lecture method for the maximisation of the information delivery and the minimisation of time and effort. It allows the teaching of many learners within a rather short period of time. However, this method of teaching does not result in skills development. The learners participate passively Weimer (2014:48) (*c.f.2.3*).

Learners have to be engaged in their learning, since no learning can take place if they are not ready to learn and no employability skills can be developed in learners (*c.f.5.4.5*). For them to effectively function on the job and in society content used should help them to establish a knowledge foundation just as it has been covered. In the light of this, (*c.f.5.7*) that teachers need to change the function of content so that they do not use their time in class in favour of comprehensive coverage of the material at the expense of ensuring learning and application. This may be the result of the frequent change of curriculum which brings confusion to the teachers as they have to absorb and teach an excessive amount of work within a short space of time. When the scope is too wide, additional problems for teachers will arise which prevent them from efficiently applying these curriculum changes as planned.

It is better for curriculum developers to involve all the teachers in all stages of curriculum since they are the implementers so that they can comprehend everything at the same time avoid misconceptions from delegates, who would have not even grasped everything well before disseminating the information to other teachers.. These are the skills that are proposed in the following chapter, the 4th Industrial skills (*c.f.2.3.5*). In this way, the responsibility of learning is shared by both the teacher and the learner, as indicated in the literature. Content teaching is not the only responsibility of the teachers. In fact, the teachers need to enable learners to learn effectively, they must make the condition where there is a process of interaction between the learners and the teachers as well as the learners and the learning resources. Therefore, there are activities that the learners need in order to build their own knowledge from various learning sources. In order to provide

the stimulus in an effective manner, content should be organised meaningfully and possibly explained using a variety of multimedia to cater to different learning styles. Therefore, it is helpful for teachers to organise and chunk content into small manageable sections to avoid overwhelming the learners with cognitive overload only. Teachers should not overwhelm the learners with a large amount of content since it should function as a vehicle for skill development.

If the learners do not have the background knowledge, they find it difficult to make sense of these concepts, processes and practices relevant to their social background which needs to be emphasised and understood. The previous knowledge is the basis for what is learned later. Teachers claim that they take a long time for the learners to grasp these difficult concepts within the specified time while, on the other hand, while the learners are expected to write and pass these examinations. Other challenges include the nature of the subject. A significant portion of the knowledge of this subject is determined by professional bodies. This makes learning passive since it focuses on discrete procedural knowledge and technical content. Qhosola (2015:218) observes that in order to develop critical thinking and ability to make judgement, the basic concepts need to be dealt with in depth. Hence, teachers and students need more time.

The EE syllabus nature, the same concepts taught but with an increased level of complexity or difficulty. The exercises and tests that are given on these concepts introduce the learners to the next level make the learners ready for the world of work. This creates opportunities for more practice and anchors the learners' understanding. Thetsane and Matsela (2014:174) support the point that, through emphasis and repetition, the learners relate to what they learnt previously. The findings of the study are that teachers find concepts complex to explain and since the subject is not introduced at the primary level and the learners find them difficult to grasp because they see the concepts for the first time at secondary school level, while on the hand these concepts are complex to explain to the learners. Consistent with the work of Ganova (2010:19) this problem can be addressed by observing other teachers' classroom teaching to increase self-efficacy. Observing and modelling the successful teachers, increases expectations since teachers

can learn more from successes of their colleagues or models, this in turn can result in their own positive self-efficacy.

As a result of the nature of EE, the learners do not learn it at primary school level, most teachers find its content coverage wide. However, the EE teachers must be ready to engage the learners. In addition, the EE teachers can only use appropriate teaching methods and strategies when they engage learners in their learning. The researcher's personal observation is that sometimes, failure to complete the planned content may result from the number of periods allocated for the teaching of this subject. If they are too few, then the teachers cannot cover all the all the content. The nature of the subject helps the teacher to structure and present the most complex material in a way that it can be easily understood by every learner. In this sense, it allows a teacher to present it logically from the simple idea to the complex one. When the learners are able to comprehend their content, they can apply it in a real-life situation.

6.3.2 Findings with regard to the second research question of the study: *What are the teaching methods and strategies EE teachers employ mostly in teaching the subject and why?*

The EE teachers' classroom practices are conceptualised in the appropriate teaching methods and strategies. It is noted that there is no single method to be linked to the teaching of EE. It is a practical subject where both theory and practical work have to be learned concurrently in order to develop the required skills. This study finds that the EE teachers avoid the use of the recommended teaching strategies and use the ones that they feel comfortable with when using. In chapter two, it was indicated that when learners share the background knowledge and participate in the activities that are given in class, they are likely to negotiate meaning and building knowledge not as individual learners rather as group. If they do tasks collaboratively, they gain shared understanding from other learners with diverse skills (Ganyaupfu 2013:29).

The collaborative activities encourage creativity and value. They foster higher order learning and thinking which are required in the workplace. As EE develops social skills, in collaborative learning the learners can work together towards the same goal and be

responsible for each other's learning. Ahmed (2013:22) argued teacher-centred methods prevent the learners' educational growth and development. They do not facilitate the development of the required employability skills.

One of the objectives of this study, was to examine the effectiveness of EE teachers' selection of the teaching methods. Since some strategies are effective with some learners as Fulgence (2015:245) showed earlier, but not effective with others, teachers need to know a variety of teaching strategies which they can use to address particular subjects and situations. The findings of this study are that the EE teachers fail to select the appropriate methods and strategies. This situation shows lack of pedagogical content knowledge and inadequate training offered to the in-service and pre-service teachers. Teachers cannot select the appropriate teaching methods if they are not introduced to them. The study finds that teachers use the standard curriculum and give the same examinations. They also obtain the prescribed content (to cover within a certain period) and teaching plans from their respective regional teaching associations.

Having to rush through the massive content so that they do not lag behind other schools makes the teachers feel obliged to use teacher-centred methods and specifically the lecture method so that they can cover more content within the period. Thetsane and Matsela (2014:628) find that the Lesotho teachers do not strike a balance between theory and practice. They choose to cover the content at the expense of developing entrepreneurial skills. They use the traditional methods that are discouraged by Nhlapho et al (2018:690) because they are inappropriate in the development of the skills required in the workplace. This implies that the learners are drilled for the examinations. They are given the kinds of questions that normally appear in the examinations to memorise. Mupa and Chinookeka (2015: 127) also find that the schools follow a uniform curriculum and use the same set of textbooks. This ultimately comes at the cost of the learners' imagination and creative skills.

Although Mupa and Chinookeka (2015:127) earlier showed that some conventional assessment methods such as the written examinations are found to be better to assess

the understanding and acquisition of the key concepts, the assessment of some of the practical skills and entrepreneurial behaviour and attitude cannot be assessed through the written examinations. Rushing through a great deal of content in each lesson in order to cover all the material in a fact-heavy syllabus and in order not to lag behind other classes or schools, encourages learners to memorise the material taught and to reproduce it in final standard examinations administered concurrently in all the Lesotho secondary schools. Consequently, the value attributed to the examination results becomes decisive in the learner's future opportunities since only the cognitive skills are learned. This is consistent with what Obiete et al (2015:170) who found that it becomes a burden for the learners to memorise the material taught so that they can be able to reproduce it during the examinations since the learners have different abilities. Those learners who are not able to memorise, fail the examinations and are interpreted as stupid.

Drilling learners for the examinations is considered as a “wash back effect” since the EE teachers teach for the tests seen as narrowing down the curriculum. The literature argues that the examination-oriented education system increases the learners' burden also restricts their ability to learn (Yosuf et al 2017:50; Kirkpatrick and Zang, 2011:39). This implies that the employability skills are not assessed in this type of assessment. Doing well in tests or examination favours the demands in the learners' memorising volumes of information for the purpose of passing in order to pave the way for university entrance only. This result proves the poor education system which widens the gap between schooling and the workplace.

Using the past examination question papers can neither bring change in the learners' behaviours nor improve the adoption of the suggested teaching methods, as it has been said by the teachers. This means learners are drilled for the examinations. This contradicts the reviewed literature that EE is able to adequately prepare and equip the individuals in such a manner that they could fit into specific jobs or establish jobs for themselves upon graduation. Since they are drilled to pass the examinations, they forfeited such opportunities. Selepe (2016:13); Egbefo and Abe (2017:38) show that summative assessment relies excessively on pen and paper examinations that come at

the expense of what the learner knows and is able to do. It only assesses the cognitive skills. They further find that the learners are over-burdened with homework and tests that exceed their normal capacities, and this forces them to memorise whatever has been taught, sometimes encouraging these learners to recite knowledge. This means that the standard examination is aligned less with active learning and learner-centred pedagogy and it is more with direct instruction, thus pushing the teaching practices to be more teacher-centred. This is supported by Maja (2015: 131) that sometimes it results from lack of content knowledge, the subject matter to be taught since findings revealed that these teachers, while at training, are taking content from different departments and taught by lecturers who have not been trained as teachers. These lecturers did not go through teacher education hence cannot train other teachers as required when teaching.

The present study finds that teachers sometimes feel pressurised to cover certain content planned for a certain period by their associations for the sake of examinations. This results in learners turning to cheat in order to pass examinations. It also means only top performing learners with high stake tests can get recruited for satisfactory jobs and enjoy opportunities that are off limits to lower scoring learners (*cf.* 3.5.4). This also becomes an advantage for those who are doing well in tests and examinations because they are the ones favoured in memorising these significant volumes of information and reproducing them during examinations. The Lesotho exam-oriented education system does not produce the human capital. The curriculum content is distorted by examinations. This is in contrast with Weimer (2016:41) who proposes that when a teacher engages the learners in their learning, they appreciate it and make meaning out of it as it inspires and encourages them to own their learning. In this sense, learning can be applied in future.

Teaching for the examination increases the learners' burden for they are made to pass examinations and better pave the way for university entry while the workplace skills are not developed. Some schools want to be recognised as best performing schools. They, consequently, restrict the learners' ability to learn the techniques that are required in the workplace by sharpening only cognitive skills for better results. It also implies that the teachers are also not certain about the strategies and content that is relevant for each level because learners' assessment has a bearing on the development of employability

skills. The learners' projects need to be assessed at the school level to find out whether practical projects ever existed or not as it has been found that they existed in some schools while teachers award marks as if they exist. The study also finds that the examination consists of a smaller percentage of the total examination of the practical skills. This is why some teachers decide not to engage the learners in the practical projects (Lebusa, 2011:55) study. One of the criticisms is that examination is geared towards assessment of the cognitive more than the hands-on skills. The countries that adopt this kind of assessment have fewer learners at the higher end of the educational ladder while those who fail to perform remain at the bottom. It has also been observed that memorisation is a common practice in the EE classrooms. These results are similar to what Qhosola (2015:219) showed that if the focus is still on teaching for success in national examinations, frequently without any clear understanding of the concepts and processes, the learners have to memorise the content in order to succeed. Therefore, teachers continue to use more teacher-centred approaches than learner-centred approaches (Nhlapho, 2018:690). Another finding is that the quality of teaching, a component of knowledge, the pedagogical content knowledge, can be linked to the EE teachers' ability to prepare the learners for the world of work.

Since teaching is no longer considered a linear process, it is necessary that teachers understand the learners' diverse learning abilities to increase the effective learning of complex material for the development of a wider range of skills. Teaching EE is not only concerned with the subject matter (knowing content that the teachers are going to teach) rather, it is also about how to transfer such content to the learners (teaching methods, theories and strategies of how learners learn). Possession of pedagogical content knowledge is relevant and essential for delivery of content to the learners. When a teacher is not informed about the content to be delivered at each level and the strategies relevant to deliver such content, it implies that he or she lacks PCK. Hence, they cannot prepare the learners for the world of work when they lack this.

It is important for the teachers to have pedagogical content knowledge. Most teachers could not identify most teaching methods because they did not know them. It is quite

obvious that the teachers cannot use them since they were not informed about these methods during their teacher training (Ajisafe, 2018:9). The primary difference between effective and ineffective teachers' practices does not only lie in the amount of knowledge they have but it also lies more fundamentally in the manner in which teachers deliver their knowledge to the learners through their classroom interaction in order to make them understand it. The principal teachers need to provide professional development to assist the teachers so that they do not experience a burnout. There is also a need to work with the beginning teachers by holding workshops or seminars organised with the experts for better achievement by the learners and to introduce them to new EE teaching methods.

Having knowledge in one aspect of EE does not make one qualify to teach EE right away. In general, one qualifies to be an EE teacher if she or he has pedagogical content. She or he must arouse the learners' desire to work in the business world. The lack of content knowledge was also proved by Raselimo and Mahao's study (2015:7) that acceptable implementation of the syllabus cannot succeed when teachers cannot comprehend some concepts of the subject that they teach. It may even result in more misconceptions among the learners. EE teachers have to master their content so that they effectively transfer it to learners. In line with what is contended by Aimah, Saleh and Bharati (2019:19), pedagogical content knowledge refers to the teachers' understanding of how to help the learners to understand the content (topics) taught and how such content is organised and presented to the learners, taking into consideration the diverse abilities of the learners.

The study further finds that the EE teachers resist the reforms because they are often rigid. In addition, they lack knowledge. This affects their status in class and the roles that they have to play in preparing the learners for the world of work. Similar to the findings of Odumosu and Olisama's study (2018:84), they painted the picture that there are some teachers who are not trained to teach EE. This implies that they do not have adequate PCK to prepare the learners for the world of work because they are not competent with use of appropriate teaching methods. This observation building on the idea of Parker, Odumosu and Olisama (2018:84) that those teachers who lack content knowledge are also not skilled in the teaching methods and do not have any basic knowledge about

assessment. This is also reflected from teacher-educator's responses that student-teachers are trained or taught from different departments and some of the teacher trainers are not even teachers themselves. They lack pedagogical content knowledge. This is also evident from Evens, Elen and Depaepe (2015:3) that effective learning takes place when the teacher has a sound knowledge of the content to be learned, a broad selection of teaching methods as well as classroom management strategies that create an environment conducive to effective learning. The EE teachers are expected to have PCK although they are trained by people who do not have it.

Since some EE teacher trainers are not even teachers by profession, they are not informed about the PCK. This is consistent with Weimer's (2016:38) and Ondigi's (2012:128) observation that having content knowledge is necessary and important but alone content alone cannot determine whether the teacher is able to teach such content or not. Content should be presented in a transparent and logical manner and the lesson plans observed too. Since lesson planning is the core in the development of any lesson and activities, the assessment of the achievement of the lesson objectives should be identified. The study shows a challenge with the EE teachers' lesson plans. They are shallow and miss most elements of the lesson including the objectives, activities and assessment methods. A teacher cannot be able to teach any lesson without a complete or full lesson plan which serves as a guide throughout the lesson. This is because the objectives relate to both teachers' and learners' activities and they are reflected in the teaching methods for each activity. The inability to select and arrange the learning content as well as to set the goals and objectives is linked to the teachers' preparation. If the EE teachers are not able to connect what the learners learn within the goals of MoET, one can conclude that their initial training was inadequate since they have been offered training by different departments, some of which neither have nor transfer the PCK. They are not able to unfold knowledge or transfer the relevant skills and attitudes that provide effective feedback (Moss, 2012:13).

On the other hand, this may be the result of lack of appropriate training. The study further shows that some of the content that the learners learn is not even relevant to what the

learners find in real life situations. Therefore, these teachers struggle with the actual content to be delivered to the learners when they are actually teaching. This is not the case only with the EE teachers. Phaiphai (2017: 42) also found that teachers do not design the learners' tasks properly, they do not state the learning objectives and the teaching and assessment methods. The learning objectives and assessment should be carefully designed in accordance with the content of the subject, indicating the skills and knowledge to be developed. This also proves that teachers lack PCK. The EE teachers have to relate the content to the national goals by choosing the teaching methods that address the learner's needs. They need to have pedagogical content knowledge so that allows communication with the learners of different abilities as Phaiphai (2017: 42) proposes. The findings further indicate that the EE teachers do not use the subject content to facilitate learning in solving the real-world problems. The learners are not made to understand why they learn the content prepared for them as, content on its own, it is not framed in such a way that it can be applied in future.

These findings concur with those of Ahmed (2013: 24) that teachers who lack content knowledge are not skilled in the teaching methods. Rather, they have the basic knowledge of assessment as limited attention was given in the preparation of such teachers. Similarly, Thetsane and Matsela (2014:628) observe that the teachers' traditional teaching techniques are incompatible with the national goal, therefore, no employability skills will be developed since they are inappropriate and cannot be linked to the teaching of EE learners in Lesotho secondary schools. When teachers use passive methods of teaching, learning also becomes passive, the learners are considered as empty vessels that are filled up with knowledge by their teachers (Fulgence, 2015:245). This means that they receive this information without understanding and they cannot make meaning out of it. Such an event becomes useless to the learners and the teachers. This contradicts constructivism which proposes that new knowledge can be gained if learners are actively engaged in learning.

The Lesotho unemployment rate will ever increase when teachers avoid collaborative learning. This also implies that only trained teachers can be able to connect the objectives

to the content which effectively facilitates the selection of appropriate teaching methods. Besides the inability to use appropriate teaching methods in preparing the learners for the world of work, other challenges were identified from the teachers. They include the low level of readiness on the part of learners due to the lack of some basic concepts. They may lead to misconceptions and negative attitudes. This observation is in-line with Fulgence (2015:246) that engaging learners in their own learning motivates them to learn. It has a positive impact on their achievement. Hence, teachers have to assign the activities that are directed towards enacting motivation, thereby increasing the learners' academic achievement. The EE teachers need to modify their teaching styles and their lesson plans so that learners are engaged in their own learning. The most appropriate way to develop skills that are relevant to the workplace learners is the use of learner-centred methods since the acquisition of the skills cannot be mastered by merely memorising the content. The learners. It involves the practice of work-related concepts and skills (MOET 2016:49).

Engaging the learners in their own learning also helps them to be more independent, resourceful, interactive and cooperative as well as to enable them to build interpersonal relationships. The study finds that the learners were not given any work to do by themselves. Their teachers mostly used the lecture method, as indicated earlier in this chapter. Egbefo and Abe (2017: 79) and Mohammed and Zarepour (2012:560) that effective teaching implies the teachers' ability to seek to attain educational purposes, to select the learning experiences that are likely to be useful in attaining selected objectives, to organise those learning experiences for effective teaching and to assess these learning experiences. Therefore, teachers must understand that engaging the learners in creative learning results in the learners going beyond the ordinary limitations of the classroom as they think and act in unconventional, and even imaginary, ways when teachers use inappropriate teaching methods.

The researcher observed that even in the case where work was given in groups, the learners would just present the information in the form of a lecture without interacting with the other learners. This implies that teachers do not know how to carry out these methods.

As a result, even the learners are not able to use them effectively. Similar results are found in van Wyk (2014:627) that the learners' inability to acquire the appropriate skills is a result of their teachers' inability to effectively select appropriate teaching methods and strategies in order to achieve the national goals. Albaqami (2016:1053) suggests that this poor practice indicates the teachers' inefficiency to use the teaching methods that relate the world outside to the activities that are conducted within the classroom may not make the learners to understand and link whatever they learn to the real-life situations.

In addition, the teachers are not able to find the ways of teaching that truly engage the learner in the type of teaching that involves planning, implementing and assessing the understanding of the given subject. Their practice does help the learner to develop autonomy and independence. This implies that teachers should be provided with the updates about new developments about teaching and learning. It also implies that the low self-efficacy of the mastery experiences does not bring change to them; their performance remain spoor (Iroegbu, 2015: 171). They do not succeed in whatever they do, since their confidence to perform similar tasks in future diminishes. When the learners are working together, they engage in the learning process rather than passively listen to the teacher present information to them. The use of the learner-centred approaches also increases the retention of what has been learnt since the learners actively participate in the learning process. They can even learn and understand better.

It is found that teacher's practices have an influence on the learners' day to day life as well as in their focus on receiving the recital ideas for their learning. The teachers become role models of and the learners learn more when their teachers clearly explain and regularly monitor their work since the learners are bound to give feedback to their teachers (Amineh and Davatgari 2015:14). In this way, the learners find themselves accountable for their mistakes. They are given ample time to practise and to use the skill learned. It has been ascertained that most EE teachers occasionally use the learner-centred methods that are prescribed for use in the teaching of EE because they could even tick against them. Some teachers are not aware that the education policy has prescribed appropriate methods to be used in the implementation of the EE. Training was

inadequate for the teachers. In collaborative learning, learners are encouraged to develop and practice the skills which will be needed for them to function in society and in the real world of work. When they realise the direct application of the subject to their own lives the learners become motivated (Amineh and Asl 2015:13).

It is evident from the findings that the EE teachers do not use learner-centred methods of teaching. As a result, no skills are developed as it is shown that they frequently use teacher-centred methods such as the lecture. In rare cases the use group-work, discussions and others. This bad practice concurs with what Thetsane and Matsela (2014:629) found in their study that teacher-centred methods are reported not to have the potential impact on the learners. This may have a negative impact and block the occurrence of any change in the learners' behaviour. These teacher-centred approaches are also reliant on the transmission of knowledge, recall, memorisation and repetition hence cannot be used in the development of the skills which are needed in the world of work.

The findings also reveal that the teachers use the lecture method to cover the content and rarely use other methods such as question and answer method. Consequently, Yeping and Oliveira (2015:289) also found that when teachers do not expose the learners to out-of-class activities such as mini-projects, learning does not extend beyond the classroom and is not observable in the real-world. On the other hand, the teachers find that the use of appropriate teaching methods results in making the learners work independently. Therefore, it needs a lot of time for a teacher to help the learners to prepare and to develop enthusiasm. The learners may fail to use the appropriate skills if they are not enthusiastic. It has been established that the EE teachers also should be encouraged to use these methods to develop the learners' skills to gain access to the inner world of the learners and to earn their trust. As noted earlier in chapter three, teachers can use effective methods such as case studies to the spur learners' curiosity which puts them face to face with real life business situations. The argument here is that curriculum should be linked to real life situations to solve problems that can be brought by unemployment. Another argument is incorporation of the learners through internship where the learners

can do the actual job for practice and possibly retain the skills that they learned (Ganyaupfu 2013:29).

Inviting business executives to present certain topics and experiences to inspire the learners would be another way of collaboration. Weimer (2014:41) contended that teachers should frame content so that the learners can see how its application in future and how it solves real problems when they make learners understand why they learn such content. This may help the teachers' presentation of the content because the learners can see its relevance. It can also help the learners to engage in most of the content and to make some meaning out of it. When the learners are engaged in their own learning, social skills are built and developed through social interaction. Such talks may also foster team-building which is required for solving problems while maintaining individualism. Critical thinking is also encouraged. They further help the learners to clarify ideas better than textbooks do. The Social Constructivism theory states that learning is based on the learners' previous knowledge. If they do not have the background knowledge, they struggle to understand the new concepts that are introduced to them, unless teachers use the relevant teaching methods.

6.3.3 Findings with regard to the third research question: *What are specific challenges do EE teachers face when employing teaching methods to teach secondary schools learners in Lesotho to prepare them for the labour market?*

The use of different methods in teaching EE results in different pedagogical challenges. It has also been established that some challenges of classroom teaching often limit the teachers' ability to provide the instruction congruent with their beliefs. Besides the scope as well as the nature of the curriculum and teaching methods there are other challenges associated with the teachers' inability to prepare the learners for the world of work through the learner-centred methods and they are discussed in detail below:

When all the other things are in place, teaching materials are not always available to assist the teaching and learning processes. Lack of teaching and learning materials limits the learner's exposure to what they will meet at the workplace. The study finds that lack of teaching materials impedes the EE teachers' selection and use of appropriate teaching methods. The teaching materials that teachers use are not educative since

most schools are located outside the towns where there are no banks and other educative teaching materials. The learners are not exposed to the real materials. Hence learning becomes abstract in most cases; teachers make imaginary teaching. It is difficult for the learners to understand some of these concepts if they cannot see them and how they function. Cam and Orug (2014:17) also find that a teacher has to ensure that the classroom materials used are educative to the learners and that if learning is concrete, the learners will not be exposed to real world of work and there is no behavioural change in terms of learning. It was also found that educative materials do not have the potential to help the teachers to improve the content and pedagogical content knowledge and to become aware of the curriculum designers' pedagogical intentions. The educative materials can also provide support for pedagogical content knowledge by addressing the learners' ideas about their prior knowledge and experiences, responses and demonstration of understanding as well as the challenging concepts, for example (Evens et al., 2015:4).

Material support can minimize the workload associated with the implementation. The teaching materials give support to untrained and inexperienced teachers with little or no subject content knowledge (Maimela 2015:67). Therefore, they have to be accessible and clear to both the teachers and learners. The study also finds that even when teachers plan to visit some of the educative places, their request is not accepted by the management of these places. Sometimes the reason given is that the organisation is too busy to allow visitors. Therefore, learning remains abstract. Furthermore, the textbooks that the learners use in class are not adequate for the whole class. Some learners do not have textbooks. This makes it difficult for the teachers to assign the learners some work to do outside the classroom.

Another finding of the study is that even when there are textbooks for the learners, teachers do not have reference books. This means that they use the same book for preparation and for reference. This prevents the EE teachers from preparing the learners effectively for the world of work. The learners are not ready for class. Teaching materials or resources are not limited to the text-books. There are other essential resources (such

as finances) which some parents do not have. The study also shows that financial support is needed for the effective teaching and learning of the practical section of EE. Money is required to start the business practice which is expected from each learner as an entrepreneur. The sponsorship does not cater for entrepreneurial activities for those learners who have it. Hence it becomes a problem to continue with the practical work. The learners do not have hands-on practice. Another obstacle to using learner-centred methods is the learners' inability and lack of readiness to learn. The study finds that the learner's lack of prior knowledge hinders new learning. Li and Qui (2018:2) show that readiness to learn influences teaching and learning to occur effectively. In almost all the secondary schools in Lesotho, classes are composed of learners with differences ranging from background to prior educational experiences.

Teachers must be prepared to identify diversity in their learners. This point refers to the learners' strengths, weaknesses, aspirations, limitations and special needs. The EE teachers have to apply appropriate methods for different situations. Aimah et al (2019:1) comment that when teachers have pedagogical knowledge, they are able to deal with diversity in learners and how they learn. The study shows that teachers deal with the learners with different abilities. Most of them need to be pushed to do their work. It becomes difficult for the learners to understand new concepts in EE since they do not have prior knowledge about such concepts. EE has many new and confusing terms which the learners should understand from the beginning. For example, the learners do not differentiate between "Debit" and "Debtors". This is what literature refers to as misconceptions. It takes a lot of time to make the learners differentiate between these concepts and how they are used. The study finds that some schools with better culture train the learners (from the beginning) to learn how to read on their own. If the learners do not have prior knowledge about this subject, it becomes difficult for them to understand then new concepts quickly when they read on their own.

Denying the learners, the right to responsibility means that the learners are not encouraged to do work on their own as a result of lack of prior knowledge about the subject. Teachers struggle to make them understand the new concepts especially

because this subject is specialised, as indicated earlier in Chapter Three. Sometimes this resulted from fact that teachers are not familiar with most of these methods. The assumption is that they were not introduced to them during their training programme. Li and Qiu (2018:2) have also found that teachers need to have a sound knowledge of the didactic principles that apply to the teaching of a school subject in order to make a responsible choice with respect to the teaching strategies. Maja (2015:131) stated earlier that it is difficult for the learners to gain employment in either formal or informal sectors if they are not empowered with knowledge and appropriate skills to improve their chances of getting employed or becoming self-employed. It is evident that it becomes a challenge, in the context and process of mandated change, which often leads to the marginalisation of teachers, especially when change is not rooted in their realities and expertise.

As result of curriculum change, teachers doubt their efficacy and their moral commitment, so implementation is, in most cases, undermined. This has two implications on the authority of teachers (MoET). Firstly, attention is not given to how much time and energy teachers have in order to teach. Secondly, teachers are not clear what they are required to teach. These challenges limit teachers to the use of learner-centred methods according to their cognitive abilities in class. The study also finds that teachers teach lazy learners who cannot do the work on their own. They want to be pushed into doing the work. This means that they cannot construct the activities for themselves because they are not used to learning by themselves. The activities are done for them by their teachers, in most cases.

The findings showed that teachers are demotivated because of the background of the learners. They reveal that some of these learners have phobia with the calculations, so they hate EE because they associate it with mathematics. Whatever needs some calculations, the learners cannot do well on it. It is a challenge because a learner-centred approach does not only limit learning to learning without a teacher, but it also prevents learning to occur because teachers continue to interpret learner-centred teaching into a “learning without a teacher” method of teaching and learning. This perception of the learner centred approach is seen where some teachers go to the classroom, give topics to be discussed and then leave the class shortly after that. They return to the classroom

when the discussion is over. The role of the teacher in the learner-centered approach to teaching is to design the course in such a way that it creates a positive environment for an optimal learning to take place. The teacher models the appropriate or expected behaviour for the learners; encouraging them to learn from and with each other. In this sense, a teacher is a facilitator. Besides being one of the sources of knowledge in terms of both the target content and the choice of methodology, a teacher is considered a figure of authority who decides on what should be learned and the best ways of learning it. Teachers should not assume that the learners can do their work in their absence. They should not assign some activities for the learners to do in their absence.

The integration of all subjects at the lower levels of education introduces learners to all content that may be needed in future so that not all the learners have a poor background knowledge since some come from the best performing private schools. Giving the learners some activities to do on their own becomes a challenge for the learners. In private schools, a small number of learners is admitted so that a teacher reaches and offers remedial education to each learner. This is what Wiemer (2014:46) says about that responsibility in the classroom so that teaching is no longer left in the hands of the teacher alone but is rather shared between the teacher, as an expert and the learners. There should be a conducive learning environment created by the teachers. This reinforces intrinsic motivation for the learners. It is the state that comes when a learner is doing an activity out of interest and inherent satisfaction. It gives teachers the opportunity to assess how well the learners grasp the new concepts and content.

If a learner has intrinsic motivation, he or she seeks and engages with challenges, attempting to actualise his or her potentialities, capacities and sensibilities which prove that learning has taken place. This is because it provides learners with time and space to be aware of their own knowledge and thinking which increase the learners' ownership. As noted from the reviewed literature, teachers can use effective methods such as case studies to spur the learners' curiosity which puts them face to face with real life simulation of business situations. The argument here is that the curriculum should be linked to the real life situation to solve problems that can be brought by unemployment. Another

argument raised is the involvement of the learners into internship situations where the learners can be attached to the actual jobs. On the other hand, a teacher can invite business executives to present and inspire the learners by sharing their experiences.

The development of skills is practically impossible without attention, effort, persistence, positive emotion and commitment by both teachers and learners. Hence, learners' engagement is a prerequisite for a productive learning experience. It gives the teachers the moment-to-moment feedback in order to determine how effective their efforts to motivate the learners. Providing support to the learners through active learning can improve the learners' skills in mastering the knowledge. Learner-centred teaching further provides space for the learners to learn according to their interest, personal abilities and using different learning styles. Furthermore, the learners are naturally different from each other either in their interest in a teaching material, for example. Therefore, their respective intellectual abilities or learning style should be considered when teaching. The intellectual abilities of the learners are different, some learners can learn independently by listening, reading, seeing, watching videos or following specific demonstration skills. Learning can take place without the help of others while others need to interact or collaborate with other learning environments such as with their friends, teachers, classroom environment, school and even a working group. Sometimes the use of a learner-centred approach fails because the learners are not motivated. They are passive although the approach itself may be considered effective in other situations where it promotes in-depth learning and facilitates the learners' development into independent learners.

In relation to the fourth objective of this study, it was ascertained that teachers experience many challenges in implementing the learner-centred methods in teaching EE. The study also finds that school timetables are extremely important for a variety of reasons. Planned school timetables ensure that all the teachers are not scheduled for more than one lesson at a time. Sometimes teachers have to attend consecutive lessons, with no break, as the result teachers do not have time to observe other teachers in order to gain knowledge. The findings show that there are many streams in most schools while there is shortage of teachers and this limits the teachers' flexibility to teach such streams (Emmanuel el

2015:4). Teachers do not have a break. They go from one class to another. The study further finds that teachers are not even able to attend meetings and workshops for many classes would be left without teachers to take care. The shortage of time causes confusion and stress that encourage teachers not to use the learner-centred methods. They are further unable to prepare adequately for other classes (Karipi 2020:28).

Sometimes teachers fail to attend other classes when they feel burnout and exhausted to attend more classes. This is the time when they assign the learners some work to do without supervision and this resulted in the learners not completing such work especially when they cannot comprehend it. Teaching many streams leads to the teachers being exhausted, especially if they also have large numbers of learners in class. There is no way one can be effective when one teaches several streams. Exhaustion results in the end. One of the challenges that teachers face is that of class organisation which prohibits teachers to spend precious time with individual learners and helps each of them to do things on his or her own because classes are still organised in the old traditional way. The researcher finds that some teachers resort to their old use of teacher-centred techniques rather than the proposed learner-centred methods. Similar findings were also made by Amakali (2017: 682) that teachers may not have the skills necessary for managing successful group work, because their classrooms were arranged according to the traditional pattern, where the learners are seated side-by-side presumably to complete a learning task. When the classes are crowded, the teachers are not able to move around the classroom to help the learners.

The findings are that in some schools, teachers complain about the inadequate number of teaching periods allocated to EE at all levels. They indicated that the five allocated periods do not allow the learners to do their practical work effectively. The learners have to buy, price and do other activities concerning the selling of goods. Contrary to this, some teachers reported that the allocated periods are adequate for the learners to do well in the subject. Ajisafe et al (2015:209) point to another aspect that shows inadequacies of the time allocated to the subjects on the school timetable is the number of periods allocated for EE. Kimotho (2016:25) notes that the content taught in EE as a subject is not

compatible with the traditional school timetables because of the practicability nature which requires more than the 40 to 60-minute lessons to be allocated for the subject in the timetable. His argument goes well with the findings that the subject requires two hours in order to give the learners ample time to practise and to develop employability skills. Chapter Three shows that most vocational and business subjects should be allocated sufficient time on the school timetables and should not compete with the subjects which are not practical in nature.

Another issue associated with class organisation is the overcrowded classrooms. The findings are that teachers are not able to move among the learners in the classroom because of overcrowding in the classrooms. Teachers have to stand in-front and deliver whatever it takes for each day. Consequently, the learners lose interest in finding the answers by themselves for they are certain that their teachers have it all. It was also argued that teachers fail to equip the learners with skills needed in the labour market due to the organisation of classes. This forces the teachers to use the traditional methods although it comes at the cost of the learners losing their imagination and creative skills (Kirkpatrick and Zang, 2011:38) because they are rigid and leave no room for the acquisition of practical skills.

The classroom sitting arrangement has an effect on the learners' behaviours and academic performance. If it is not taken into consideration, it can impact negatively on the learners. When classrooms are overcrowded, the movement of the teacher among the learners is not possible. The teacher cannot use the learner-centred methods while there is such a large number of the learners in each class that would allow him or her to move among the learners or oversee them working in groups. Fulgence (2015:245) puts that the seating arrangements are important for the classroom since they have the potential to prevent the problem of behaviours that decrease the learners' attention and diminish the available instructional time. Fulgence (2015:245) even shows that teachers feel exhausted and cannot afford to offer remedial lessons to other learners as a result of overcrowded classrooms. This concerns classroom organisation as the teacher does not get the opportunity to teach and attend to all of them. Teachers indicated that sometimes it is not

advisable to put all the learners of the same stream in one classroom as the class becomes overcrowded and the learners may become unmanageable.

For a complete success of any curriculum, support must be given by different stakeholders (Dembele 2013:15). These stakeholders may be the inspectorate, the principal teachers, the parents, the employers, the curriculum developers as well as the colleagues. The findings are that most of the teachers need support because initially they were not trained to teach EE after more than twenty years of teaching. They now have to teach EE without formal training except from short workshops and seminars of about three to five days duration. This type of EE teacher training is inadequate. Teachers do not expect to get any support from the school leadership despite Gautam and Singh (2015:25) observation that in-school support affects the teachers' commitment and effectiveness positively, especially if the principal teacher is strong and have a clear vision of the school success.

van Wyk (2015:759) recommend that principal teachers should facilitate professional involvement of the teachers in decision making processes within the school and should keep them in touch with the changes that take place as a means of giving training in times of need. Support can also be in the form of team-teaching. Even in this case, the findings are that it is not possible to team teach since there are only a few teachers and many streams to teach to the extent when one teacher is in a class, the other is also in another class. If teachers practice team teaching, they will assist each other with new ways of teaching since they had no training for teaching EE. If there is no authority from the government for follow-up for the EE teachers' in-service training, the teachers may feel frustrated and resort to their traditional teaching methods despite the acknowledgement of their ineffectiveness. Lack of support for teachers may result from poor coordination among the stakeholders. Further findings are that some teachers do not even attend the workshops though these are essential to them. Their claim is that there will be nobody to care of the classes. They miss important issues relating to the curriculum implementation. Absence from the workshops implies that they will use their old practices for they are not aware of the new ways of teaching.

Training is necessary for change to be affected when it is planned. Without training, teachers would resort to their old teaching practices. Support and coordination are needed from the principal teachers. These include the principal teachers' checking of the EE classes. Bandura (1977:191) proposed that when encouraging words are given to teachers their moral increases. They see that there is somebody who cares for what they do. (Bandura 1977:191) refers to this as verbal persuasion. Talking to people and trying to make them believe that they have the necessary ability to successfully complete a task increases their capacity. Listening or observing one while teaching may also prove care and support from their authority. It may also mean solidarity or oneness. In addition to training, all the stakeholders and especially the inspectors, the curriculum developers and the parents should support the teachers for effective teaching. Support can also be in the form of the inspectors' visits to schools in a manner that provides assistance so that teachers can feel and make this their own. The findings also reveal that the inspectors and the examinations staff do not visit schools to see the existence of the learners' projects. The result is that the teachers cheat on these projects. They know that nobody can ensure that the projects do exist. When support is given, the projects can also be assessed to force all the schools to allow the learners to have these projects and put their hands on.

Even the parents need to help the learners to decide and practice entrepreneurship at home with everything. As a follow-up to training, Moss (2012:13) emphasised that when administrators monitor the job performance of the teachers after the training, teachers' effectiveness increases as they are expected to guarantee that the learners meet the standards set by the administrators. Therefore, the school administrators need to monitor teaching and learning in their schools so that teaching becomes effective and successful. In other situations, the challenges that other teachers face which prevent them from effectively equipping the learners with skills that are in demand in the workplace include the length of time allocated for teaching. While trying to be more innovative in their classrooms, the teachers claim that they are not able to reach every learner and to deal with the problems of individual learner. They are not able to identify the pedagogical

implications of the innovations on the individual learners as the classrooms are too crowded.

Curriculum implementation requires that the teachers be open to admit their weaknesses, revealed only in a relatively non-threatening environment by their colleagues. Sometimes the teachers feel at risk and hide their weaknesses, as Albaqami (2016:1053) indicates. More findings include the fact that teachers do not seem to prepare the learners for the world of work. The teachers do not seem to have time to practise team-teaching, not only because they do not like it but also because some of them are forced not to. Because they teach many streams, it is difficult for them to observe one another's classes. Some of them indicate that they do not practice it. Because of the work relationships, they only raise issues about their problems during the departmental meetings or teachers' association meetings. The failure to team-teach is also influenced by the relationships among the teachers themselves. Some teachers feel that one feels more knowledgeable than the others.

The literature shows that teamwork at the workplace maximises the shared knowledge and experiences in the workplace and helps the learner to acquire new skills which can be used for the rest of one's career life, as Skripak (2016:30) indicates. Teamwork is also believed to boost productivity. The workload is shared among the workers who believe in teamwork. Practicing teamwork can vicariously lead to high or low self-efficacy through observing other teachers' performances and possibly imitate it if it is positive (Bandura, 1986:4). This is because seeing a powerful model performing a task builds efficacy especially when one is uncertain or has limited experience with such a task. Westbrook et al.(2013:35) also observe that experiencing and observing good practice is seen as the key development tool for teachers. They argue that such a teacher can observe another teacher perform a task and then compare his or her own ability to the performance of the individual teachers. Team-working does not seem to be a practice at all at their respective schools.

As Nawaz(2014:16)observes, change results in fear, anxiety, loss, danger and panic, hence support is essential for an effective implementation. The teachers' fatigue that emanates from multiple roles and the teaching of many streams is the bottleneck that hinders effective. Team working, which is also argued to raise self-efficacy and to reinforce the teachers' attempts to accomplish a task, is highly necessary for better results. It was also proved that when teachers observe one another teaching the topics that seem to be more difficult to teach, this can affect self-efficacy of another teacher because, through the social comparison process, teachers can judge their capabilities in relation to the capabilities of others. For these reasons, the teachers would have solved the problems that they face in teaching in Lesotho secondary schools. That is, the EE teachers can learn to be effective by observing the behaviours of others who are effective. As a result, when he or she sees someone similar (a colleague) to him or her, succeed, such action can in turn increases self-efficacy of the observer. The more closely the observer identifies with the model, the stronger will the impact on efficacy be. However, the opposite of the latter is also true in that seeing someone similar fail can also lower self-efficacy.

Teamwork fosters creativity and learning as creativity thrives when people work as a team. When peer observation is practised at work, it also maximises shared knowledge in the workplace and helps the teachers to acquire new skills which can be used for the rest of one's career. It has also been proved (Alaloul et al 2016: 2690)that it boosts productivity because the workload is shared among the workers. It establishes a strong relationship among the workers because they communicate easily among themselves and more openly because they are motivated. Team building workshops can assist the novice EE teachers and experienced teachers to work together, share experiences and assist each other to produce required outcomes as there would be shared goals.

Another factor can be the way a teacher is trained. It is also proven that the failure of the learners to have the employability skills is closely attached to the quality of teacher preparation. Teacher preparation here refers to the quality of the teaching staff engaged in the teaching of EE. The study finds that the EE teachers lack training for teaching EE. The

literature argues that teachers are the most important stakeholders in the curriculum implementation process. Therefore, their content and pedagogical knowledge, experiences and competencies are the core factors to any curriculum implementation. They are the key factors to the curriculum implementation. They need to be provided with adequate training. The study finds several challenges including inadequate training time, for the teachers, which causes confusion as trainers also try to cover too much work within a short space of time during the teachers' training. Teachers also consider their training inadequate since it only lasts for a short period of time. This is consistent with Maimela's (2015:67) statement that the good training offered is only relevant to the teachers' career development if it makes sense to them. Selepe (2016:9) observes that teacher-training seems to be inadequate when it only lasts for one or two days. Teachers are overwhelmed with putting the theory that they have barely understood, into practice.

Emmanuel et al (2015:4) advise that EE should not be taught by people who have not been trained or who do not have the relevant skills to teach it because it is considered as a highly specialised subject. It is further argued that those teachers who do not qualify to teach a subject are not professionals. They do not have the competence to teach it. The study finds that in some cases, EE is taught by people who did not train as teachers. Training alone does not adequately determine the effectiveness of a teacher if it does not include pedagogical content knowledge (Chukwurah, 2011:46). In addition, Chukwurah observes that the teachers' expertise in the content areas may not be fully utilised in the classroom because teachers may have not learned a variety of ways to teach the subject, how to address learners' misunderstanding of certain topics, or how to adjust to the areas of particular difficulty in the curriculum.

Another finding of this study is a few EE teachers started teaching before the introduction of EE in the schools as a result they only attended the workshop held to sensitise them with the new syllabus. As a result, it is a matter of great concern that those teachers who do not have teacher qualities and competence have negative effects about the learners. When pedagogical content knowledge is missing, the EE teachers can adopt their former teachers' strategies and "teach as they were taught". These strategies ultimately lead to a

frustrating experience for both the learners and teachers. It is not a good practice to allow the teachers who do not have PCK or who have limited knowledge to teach EE. This is so because the individuals who do not have the necessary pedagogical content knowledge and reasoning skills to maximize the learners' learning of principles and concepts involved in EE. In order to be able to transform the subject matter knowledge into a form accessible to the learners, teachers need to know a variety of particular things about the content that is relevant to its teachability. This means that they need to go through certain training.

Other findings of this study are that training offered to pre-service teachers is inadequate in the sense that teacher trainers are not offered the full opportunity to train their own student-teachers because of the way the programmes are structured at the university. In order to have a complete programme, a student-teacher has to take courses (from different programmes) some of which are taught by people who are not qualified teachers. The implication behind this is that they are not able to fulfill the requirements of the classroom. Such lecturers are not trained teachers. They do not have the PCK. They do not have any PCK to transfer to the student-teachers. Another challenge with teacher education is that student-teachers are denied the opportunity to fully practise to implement the appropriate teaching methods and strategies during teaching practice; they are not allowed to teach some grades, especially upper grades. On the other hand, teaching practice lasts for three months only. During this time the teacher trainees are still new and trying to settle with the teaching situation. They may mislead and confuse the learners who are ready for the examinations. Therefore, when student-teachers are not allowed to practice teaching it can paint a decisive picture for them that they are able to teach while they have not been observed, evaluated and rectified where they may go wrong and eluded where they are perfect. For this reason, they do not have the classroom experience. In this way, their training is declared inadequate.

This comment is in line with Emmanuel et al 2015:4) that even a teacher who is professionally well-qualified may not be a successful teacher if his personality is negative or inhibiting. Emotional factors come into play. Since training is inadequate, shifting from one teaching approach to another is a complex process. It involves changes in teachers'

attitude, perception and beliefs as they are directly connected to the education process, Alipio (2014:26) observes. The EE teachers' attitudes should have been changed as the literature indicates that changing the attitudes of teachers involves their training. This is because the attitude of the teachers as well as that of the learners with capabilities has a positive effect on the quality of education in schools and especially on behavioural change. It is not enough to measure teacher's capability in the classroom by subject knowledge and acquired skills; rather, a teacher is argued to be capable if he is able to use his subject knowledge and applies his/her skills effectively and purposefully. If student teachers are denied practicing teaching before the actual teaching, they will not be able to gauge their training. This is what Bandura theory displays about the beliefs that teachers should hold about their capabilities as the outcomes of their efforts powerfully influence the ways in which they behave. It also determines the way in which they make choices when they have self-efficacy.

Performance outcomes, or past experiences, are the most important sources of the self-efficacy of a teacher as the previously well performed activity is more likely to make a teacher feel competent and perform well at a similarly associated task again. These teachers seem to have resorted to their usual teaching methods because they have too much content to cover. Sometimes, the teachers fail to produce the desired outcomes because of their lack of confidence in applying the learner-centred approach. Their experience can be proved powerful if they accomplish their tasks or overcome obstacles on challenging tasks. If failure continues to result or occur even after one has to put more efforts on his/her beliefs, efficacy can be undermined. She/he is incapable of performing well. This can be one of the practices that hinder the EE teacher's preparation of the learners for the world of work.

As Moloi et al (2002: 89) assert, teachers who strive towards the mastery experiences are usually committed to their work and they engage in the teaching activities to interpret their results and to use those interpretations to develop their beliefs about their ability to engage in similar activities in future. Some schools employ people who are not trained teachers because they do not have grants from MoET. Vavrus et al(2011:5) comment

that the relationship between the learner, the teacher and materials is the heart of education quality and that teacher training is essential to meet the learners' needs. Therefore, the institutions of higher education need to play their roles by including work-related activities in their programmes in order to enhance employability of the graduates.

Another challenge associated with the failure to prepare the learners for the world of work is the old and obsolete knowledge of most of the teachers who have no opportunities to update their knowledge and pedagogies. Most curriculum reforms fail because of lack of teacher development plans offered by the relevant departments. Teacher professional development is a motivational tool that can be used to improve the teachers and keep them with the current pedagogical trends. When offered continuously, it can shape the teachers' practices which ultimately help them to adapt to educational changes. Most of the EE teachers were trained in the teaching of only through workshops.

The study finds that the type of training that was offered to them was inadequate and was offered only once. Besides the inadequacy of the workshops as a means of training, the experienced teachers have a number of responsibilities upon them which prohibit them from changing their practices. The role of teacher development in the process of policy change may seem obvious (Selepe,2016:18). In many contexts, reforms fail due to lack of teacher development during the implementation of such a reform. The study indicated that workshops were held only for a week. It was therefore difficult for the teachers to grasp the whole syllabus content as well as the relevant methods and strategies of teaching to use. Other findings are that the teachers find this training inadequate. Most teachers, especially the old ones, lack the pedagogical content knowledge to teach EE. If they are not given adequate support to implement the subject, they will continue with their habits because of the fear of the unknown. They will continue to produce the learners without skills. It is better to transform teachers into better and more adaptive teachers who create relevant and tailored instructions for the learners. When teachers are not kept up to date with current trends and best practices, it becomes challenging for them to really implement the curriculum because they are not career minded.

When workshops and seminars are not organised regularly to boost the awareness of the need for the learner-centred methods and to up-date the teachers, no change will occur in teachers. Therefore, training and re-training of the teachers is necessary at all levels to equip them to perform their tasks effectively. In addition to the enactment of the curriculum units, Lin and Fishman (2006:6) indicate that teachers are seen to learn from professional development workshops and from their communication with their colleagues. Sometimes training in the form of the cascade model is not effective as the intended content to be disseminated maybe distorted on the way as the training continues because of the levels of training that it takes to be completed. The quality of dissemination can also be affected by those disseminating it, whether they also understand what they are doing or not. Dembele` (2007:33) further found that sometimes the training provided through the cascade model is of a large-scale workshop where teachers become passive-listeners and expert-driven, isolated from the real classroom situations.

Changing the teachers' perceptions about the traditional approaches does not mean imposing the principles without understanding. Rather, it means gradually investing in them in the long run. If change is imposed on the teachers, such change endangers the teachers' stability rather than weakening it. Therefore, regular workshops and seminars for teachers should be accompanied by visits and feedback to the teachers by the authorities either from the respective schools or the relevant ministry. Yosuf and Hamdan (2017:50) say that it is mandatory for countries to improve teacher quality by enhancing their knowledge of the subjects that they teach as well as their pedagogical strategies and understanding. Ondigi (2012:1127) found that additional educational programmes that are guaranteed for the growth of professional development to address different or new learning and teaching styles should frequently be provided to the teachers. This means that teachers should be provided with orientation and regular in-service training to enhance the learning of the changes in the teaching profession and requirement or demands of the labour market. Support for teachers' professional development at the school level generally comes from the school head, from the fellow teachers or both, as indicated by Fulgence (2015:241). But some principal teachers hesitate to send teachers for the workshops held to help the teachers to improve on their capabilities. Therefore,

teachers' expertise in their content areas may not be fully utilized in the classroom because they have not learned a variety of ways to teach their subject, how to address learners' misunderstanding on certain topics or how to adjust for areas of particular difficulty in the curriculum.

Those departments that have been entrusted with the responsibility of monitoring in-service training (professional developments of teachers) do not seem to do their work at all. The study finds that teachers do not get any support from their colleagues and the relevant stakeholders who have been entrusted with monitoring. They indicate that the teachers get support only from their subject associations in the form of workshops that are held quarterly. They assist each other with the topics that are difficult to tackle. Hence teachers regard topics that they cannot tackle as threats and avoid teaching them. If they tackle such topics, they do not teach through the learner-centred approach. They continue to use their old ways of teaching. This is not in the benefit of the learners.

The study finds that there are no professional standards set to guide the employment of teachers at every school. Schools continue to employ unqualified teachers who are not too demanding in terms of salaries and the like. The schools choose to save some money (funds) by employing the teachers who are not even willing to improve themselves professionally. Furthermore, if there is no exit strategy for the unqualified teachers, they remain in the teaching profession demotivated to do anything better in the job (of teaching). Quality teaching is not guaranteed.

In an attempt to intervene, the teacher-training institutions have embarked on in-service programmes and developed various teacher professional development programmes to update teacher skills and provide professional support. Mupa and Chinookeka (2015:128) observe that models such as distance education, teacher networks or school networks, workshops, seminars, courses, university-school partnerships and observations of excellent practice can be used to support teachers through the renewal of appropriate skills. They further show that partnerships can be established among the teachers, administrators and university faculty members to improve the teaching and learning of

their respective students and teachers. Training institutions need to be flexible in whatever they offer the teachers, whether they offer better teachers' qualifications or provide intellectual sustenance to enhance knowledge, skills and understanding; hence there is a need to adopt a distributed approach to their activities. Finally, training institutions need to improve the education systems and become better at forming some partnerships with the schools for the betterment of student-teachers' sake. For these institutions to improve training offered earlier, they need well developed partnerships with the other stakeholders.

Kimotho (2016:35) observes that the EE teachers need to be kept up to date with developments in the business world as the EE content changes and more information is made available through modern technology. To make them relevant, teachers should be kept up to date with the current developments to avoid the use of illustrations and irrelevant examples that were used in the past. Therefore, teachers need to employ the recommended teaching approaches to ensure that learning takes place in genuine and real-world contexts. Some methods of teaching such as the lecture, questions and answers as well as drills are not conducive to the development of business ideas, concepts, understanding and theory. Kimotho (2016:24) argued that these methods assist the learners only to learn the theory of business without knowing how to apply it. If teachers are not trained in the use of the learner-centred methods, learning is hindered.

The learners are unique. They are brought up in such a way that their economic status and their mental ability, among others, differ. If they are not able to learn using complementary resources by themselves, they are found incapable of achieving the set objectives. Kimotho (2016:31) says that teachers should gain an understanding of all the learners' unique academic, emotional and cultural differences in order to help them. If the learners struggle to link the skills that they acquire in the classroom to their real-life situations, they finally fail to process the information in their classes. With the teaching strategies that teachers employ, the learners are unable to apply their higher order cognitive skills to master the subject. This means that the EE teachers still focus on the examination product instead of learners generating their own knowledge where teachers are expected to facilitate rather than do all the teaching by themselves.

In order to make the learners responsible for their own learning and to acquire the attributes of independent learners, their critical thinking should be developed. They would be engaged with the subject matter through the teaching methods that are in line with their abilities. In addition to the limited opportunities for in-service training, there is a serious problem of teacher shortage for all subjects (Karipi 2020: 28). EE since they are trained from only one public university and one college. Teacher professional development is also regarded as the central mechanism for the improvement of teachers' content as well and their practices in order to achieve the set objectives. This boosts their initial training. Besides the exiting strategies that would help them to retain only the qualified teachers. Teacher-training institutions need to strengthen the coordination of qualified teachers by formulating the operational teacher training policy that would be helpful as a follow-up programme and the monitoring of the practicing teachers for the betterment of the teachers and learners. There is a demand for the education programmes that are specifically designed to expand the knowledge and experience in entrepreneurship.

The characteristics of each school can also be associated with the performance and outcomes of the learners. The learners who come from the schools whose emphasis is on performance, rather than employment, leave schools without the necessary skills although they value EE for the skills that they pick up and which they hope to apply in their daily lives. The school culture has an impact on the teachers' ability to perform the planned tasks. Some schools prefer to be recognised as high-performing or as results-oriented. They ignore the knowledge and understanding of the global components such as the economic systems and business practices. Sometimes the learners can leave school with their knowledge and attitude dramatically altered from what they were before. As indicated earlier in Thaanyane (2010:128), schools should charge EE fees as they do for other practical subjects for the enhancement of adequate and appropriate training facilities which must be purchased for practice in EE.

Projects in EE are expensive for schools and the learners are expected to contribute the capital. This becomes a constraint to the EE teachers in the schools which do not fund

business projects. Such schools can conduct inexpensive business projects with their limited capital and plough back the profits for the project to expand as expected, as suggested by Thetsane and Matsela (2014:630). Hence displaying the skills expected when they are outside school. Therefore, EE in such schools may not get support that it needs to gain acceptance among the learners and staff. Most teachers or instructors do not know what to teach and the people who are being taught. This inability to distinguish between the EE teachers and management poses a challenge to teaching. It implies that the outcomes of schools have a strong relationship to the nature of the school culture through accomplishing their vision, mission and values which emanate from the policies and regulations.

The shortage of qualified teachers seems to be a challenge all over the world. This Emmanuel et al (215:4) that says that the examination results of the schools which employ uncertificated (unqualified) teachers to teach are not good. These are the schools where teachers' employment is not arranged and paid for by the government. The teachers are lack the necessary skills to participate in curriculum implementation. Their participation is not well defined. According to the present study some schools employ private teachers, because they have a shortage of teachers but have many streams to teach. This forces them to employ people with the EE content even if they do not have pedagogical knowledge. The lack of pedagogical knowledge has negative implications. They are not able to teach. They lack professional training (Abdelhak and Ladi, 2019:9).

It has been established from theoretical chapter on PCK that the teachers should have knowledge about the learners and their characteristics. If they are not trained, they lack this knowledge. The learners should be taught by qualified teachers who have positive attitudes towards entrepreneurship in order to improve entrepreneurial learning and competencies. Du Preez (2018:2) is of the same opinion that qualified teachers, or those with both full certification and those who can demonstrate subject-matter competency, are associated with increased elementary and middle school achievement. People who do not qualify to teach are not professionals. They do not have the competence to teach the subject. Teachers support the learners to better learn because they are most

knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. As a result, there is a need for teachers training and workshops, which are geared toward professional development which enables them to participate in its totality effectively (van Wyk 2014:754). Competence is linked to highly skilled teachers. This indicates adequacy of training. As agents of change, teachers should receive adequate training to acquire the knowledge and skills in the teaching profession since knowledge is not static. Initial training must be boosted. It is also evident that shortage of teachers leads to the learners being taught by uncertified teachers or teaching large classes because schools are not fully staffed with trained teachers (Maimela, 2015:67).

Shortage of teachers increases teachers' workload, especially in those schools that have many streams. This can also cause inefficiency on the part of teachers because they fail to attend other classes when they are exhausted. Teachers are human beings and when they feel exhausted, they end up dodging classes. Some schools increase the enrolment of the learners without adjusting the number of teachers and this increases the load of teachers, hence there is no efficiency in their teaching. Even though (Mupa and Chinookeka, 2015:128) argue that the low performance of the learners is not always determined by lack of formal training, there is always lack of competence, integrity, and motivation in these teachers. The shortage of teachers was considered (*c.f.3.5.6*) to be a major challenge in most schools. It is referred to as the teacher-learner ratio and leads to teachers struggling to use the learner-centred methods because they are overloaded with the number of the learners in each classroom. Therefore, they cannot or are able to help each learner and to screen the ones who need remedial classes. They are further unable to spend time with the individual learners because of the teacher-learner ratio. Sometimes the unbalanced teacher-learner ratio is found in the rural schools which are struggling to attract qualified teachers due to unfavourable conditions (*c.f.3.5.5*). Even when teachers retire, their replacement takes a long time. Hence, there will always be shortage of teachers and schools will continue to engage unqualified teachers to fill gap (*c.f.3.5.6*). Some schools recruit teachers without the relevant training, those teachers struggle with

knowledge content, pedagogical content knowledge and knowledge of teaching as well as other classroom practices.

6.4. Recommendations

This section provides some recommendations which are presented according to the four objectives of the study: the scope and nature of EE syllabus, the teaching methods and strategies, the challenges that teachers face and the proposed framework. Therefore, the following recommendations might increase the effectiveness of EE in the preparation of the learners for the workplace.

6.4.1 Scope and nature of EE

As it has been established that EE is relevant for the preparation of the learners for the world of work, this study recommends that it should be introduced and taken by every learner as a compulsory subject in all the Lesotho schools because of its nature. For it to achieve its intended purpose, the learners need to be informed about the aims of the EE syllabus (that is, the reasons for studying it) and to relate them to the aims of the education policy. Knowing the objectives of the syllabus may lead to encouraging learners to practice what they learnt at school into practice at home. Since it would be taught in every school, schools need to have tuck shops, where the learners can practice the buying and selling, managing business and record keeping. On the other hand, teachers need to be well equipped with the subject matter knowledge which may help them to arrange the topics in order of relationship and organise the activities in advance to achieve syllabus aims. In general, teachers need to have PCK since it may help them to arrange the materials relevant for the delivery as well as the strategies appropriate for the teaching of the topics. EE is a specialised subject that needs to be taught by teachers who are trained to teach it.

6.4.2 Teaching methods and strategies in EE

The inability to prepare and follow the recommended pedagogies for fieldwork is not sufficiently addressed by the EE teachers as a result of time constraints, teachers' workloads, packed time-timetable, lack of resources and lack of motivation on the part of the learners. Therefore, schools need to ensure that they have enough qualified teachers

to share the number of periods with each teacher taking one's share so that they deal with the learners' abilities and provide remedial lessons when necessary. They also need to explore the recommended strategies to prepare the learners for the fieldwork. The teaching methods and strategies proposed in the following chapter (*c.f.7.2.3.1*). This would be in relation to education policy and syllabus aims discussed earlier in chapter one. Teaching Service Department needs to give the schools some grants so that they may employ qualified teachers. Employing qualified teachers would mean EE will be taught by specialised teachers with PCK, SMK and knowledge about the needs and abilities of learners they teach (*c.f.2.2*).

In order to enhance the employability capabilities, teachers need to assess the learners' performance, based on the notions of proximity, framing activities within the workplace. Hence, the tasks given should resemble professional practice. In this way, evidence about the learners' acquisition of employability skills development can be provided and the learners' may gain a greater appreciation and relevance of their own subject. In this way, one can claim that EE teachers' practices prepare learners for the world of work. This needs to be done through the introduction of internships, fieldwork, volunteering and simulation with other stakeholders. Teachers need to use interactive learning methods proposed that allow the learners to participate actively in their learning because learning makes them retain what has been learned (*c.f.7.2.3.1*). Giving them time to engage actively, especially in working with their peers also allows them to propose creative activities. Hence, employability skills would be proven gained and the achievement of the aim of this study (*c.f.1.9*).

6.4.3 Challenges faced by EE teachers

In order to enhance employability capabilities, teachers need to assess the learners, based on notions of proximity; framing activities within the workplace and the tasks given should resemble professional practice. In this way, evidence about employability skills development can be assessed and the learners may gain a greater appreciation and relevance of their own subject. This can be done through the introduction of internships, fieldwork, volunteering and simulation. These strategies increase diversity and embrace

new trends in the workplace. Above all, volunteering is regarded to developing skills such communication, flexibility, creativity and ability to make informed decisions. Teachers need to use these interactive methods that allow the learners to participate actively in their learning. They make them retain what has been learned. Giving them time to engage actively, especially in working with their peers also allows them to introduce creative activities.

The findings revealed that teaching materials are a central factor to be considered when teaching EE. This implies that teachers should be able to select appropriate textbooks that can help the learners to read and to do certain activities by themselves even at home (*c.f.3.5.7*). These materials should, as it has been indicated, be educative and easy for the learners to use. It has been observed that the prescribed textbooks do not reach schools in time and the absence of textbooks impact on effective teaching as learners are not able to read before class. It is the responsibility of MoET to ensure that textbooks reach schools in time, before the schools re-open, so that all learners may have access to books and teaching and learning go smoothly.

It is also important to know whether the learners are ready to learn as some environment does not allow learning to take place. Therefore, teachers should create conducive learning environment that make learners ready to learn. Stakeholders should visit schools to give support, either, observing how teaching takes place, whether the learners have any learning materials and to ensure that the lesson plans are correctly prepared as skills become obsolete if they are not awakened.

6.4.4 Adequacy of training offered

Even though teachers are rarely offered training in the form of workshops, they need to be provided with knowledge that can enable them to vary and improve the approaches and methods used to teach specific topics. Obsolete skills may need to be replaced. Regular or on-going teacher professional development may be necessary to inform the teachers about the latest developments in teaching techniques and about the changing subjects or curricular and other trends that are happening continually in a growing profession

(*c.f.3.5.7*). It is clear that EE teachers through team-teaching and teacher associations and that is not enough (*c.f.5.4.4*). The relevant stakeholders have to give support and to monitor the implementation of EE and other educational policies through inspection. If support is not given, EE teachers will experience anxiety, stress and fear that impede them in preparing learners for world. When learners do not fit into the labour market, rates of unemployment will increase and economy will decrease. Positive relations should be established with the teachers and agreements established by relevant stakeholders on the indicators of positive performance.

In order to renew the acquired skills, teachers should be offered in-service training when schools are not in session. The teacher training institutions, on the other hand should structure their programmes in such a way that they allow students-teachers to have extended teaching practice time (*c.f.5.4.7*). This adjustment may allow the production of quality teachers through longer contact with experienced teachers. Teacher trainers should make follow-up visits to schools to moderate the work of their products until they are fully satisfied that the new teachers are ready to teach effectively on their own.

Teacher preparation would be incomplete without field experience as it supplements their coursework and adds significance to it. Therefore, teacher trainers need to revise the complete course for student-teachers so that they have the required course content consisting of: foundational courses (learning and development, philosophy or history of education, multicultural education); pedagogical courses (methods of teaching or classroom management and the content or subject-matter knowledge (*c.f.5.4.1*)). On the other hand, MoET should offer teacher professional development planned to update the teachers' skills when there is a change in curricular in order to enable them to be at par with other teachers (*c.f.3.5.1*). MoET should invest in teachers, that is, high-quality training for both pre- service and in-service teachers and decent working conditions as another way of supporting them. The investment may attract highly qualified teachers and ease their attention for better results. The ECoL as a body responsible for assessment should ensure regular visits to schools in order to ensure that the individual learners' projects do exist in schools and are assessed accordingly.

6.5 Suggestions for further research

The aim of this study was to examine the EE teachers' classroom practices effectiveness in preparing the learners for the world of work. A great concern was aroused by the increase in the rate of unemployment despite the policies that MoET has introduced. When implemented effectively, these policies were intended to reduce the ever-increasing rate of unemployment.

The focus of the study was on the teachers, the key implementers of the policies, and their teacher education- that is, how they were prepared for policy implementation. There is still a need to explore the learners' opinions about the ways in which they are prepared for the world of work. The stakeholders' opinions also need to be studied in future research on how they view the curriculum and importance in responding to the increasing rates of unemployment. Such studies improve the way in which EE can be used as a tool to reduce unemployment and create jobs.

6.7 Limitations of the study

It was difficult for the researcher to interview the teachers in the most remote areas. Gathering information from a larger population was helpful. However, in reality, the information which is collected in this way is not always precisely representative. It would have been ideal for the teachers to answer the questions in the presence of the researcher. However, this approach would have been time consuming. The participants would also not feel free to answer the questions on their weaknesses and classroom practices face to face with the researcher.

6.8 Conclusion

This chapter was premised on the discussions of the findings of the study. It showed how the findings responded to the objectives of this study. Objective by objective, the chapter showed the awareness of the teachers about the scope and nature of EE, the teaching methods and strategies that teachers use to teach EE in response to the policy, educating for employment as well as the challenges that teachers were faced with. The chapter

further presented the summary of the previous chapters of the study. It also presents some recommendations for the improvement of the implementation of the policy and for further research.

CHAPTER SEVEN

THE PROPOSED FRAMEWORK FOR TEACHING EE IN LESOTHO SECONDARY SCHOOLS

7.1 Introduction

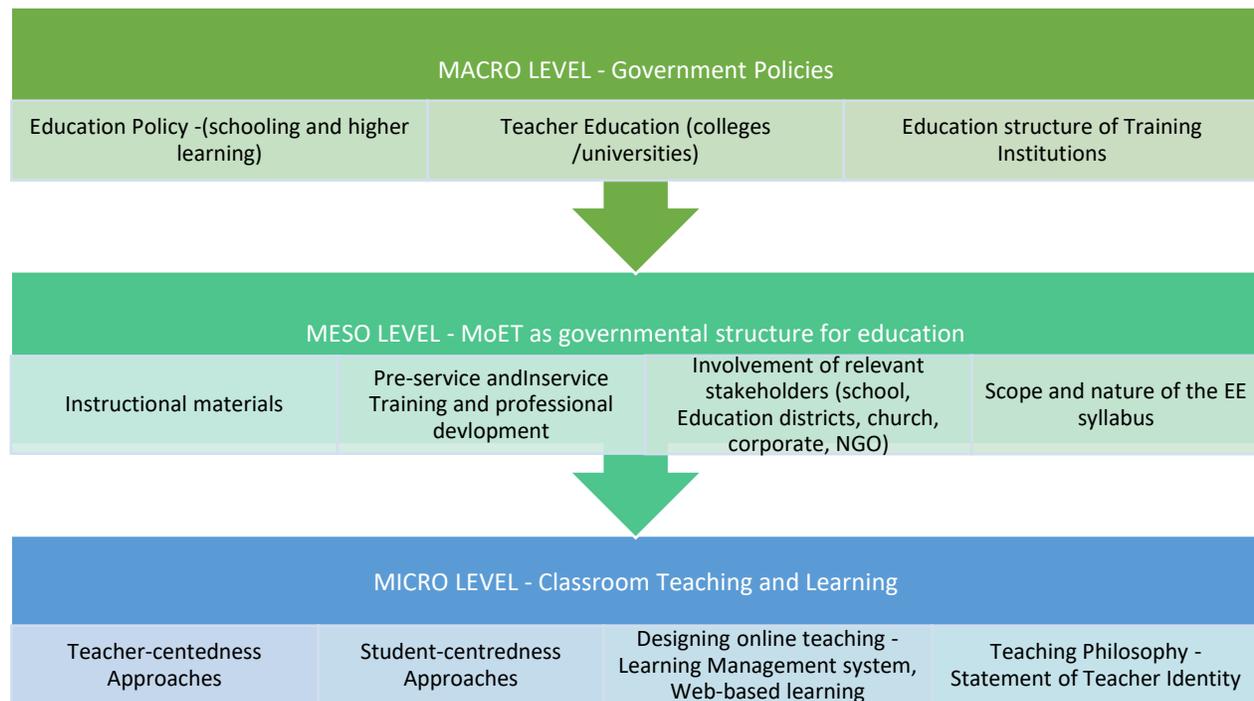
The main aim of this chapter is to present a designed proposed framework that may guide the teaching of EE in Lesotho secondary schools. Based on the findings of this study, the chapter explores whether it contributes to equipping learners with appropriate skills that address the challenges of the Lesotho labour market. As indicated in Chapter One (*c.f.1.10*), the framework is intended to empower the teachers to teach EE in the Lesotho secondary schools in the preparation of the learners for the world of work. The researcher was motivated to carry out this study to find out whether EE teachers can effectively prepare learners to fit in the workplace by developing skills that employers demand. As a teacher, curriculum developer and currently EE teacher trainer, the researcher was motivated to be a transformation agent and change the way things used to be done in the MoET in Lesotho. The researcher wanted to change the lives of the learners so that they could address the demands of the workplace. Lastly, the study was intended to propose a framework that could be useful in the teaching and learning of EE in Lesotho secondary schools in order to address and pre-empt the challenges that were identified in the study.

In presenting the fourth objective (*c.f.1.10*), the proposed framework for the teaching of EE in Lesotho secondary schools, explains its components that can assist in the development of skills in addressing the challenges of the labour market. This framework is proposed as the contribution of the study to the empowerment of the teachers for effectively teaching EE in the secondary schools. The framework is divided into levels that inform each other, as it is shown in Figure 7.2. As teaching EE is a process, figure 7.2 shows how these stages logically follow and inform each other as well as the activities that may be done at each stage. Teachers are the key partners in all these stages and if

they are not considered valuable, the actual teaching may not be successful. Hence, the challenges of the labour market such as high rates of unemployment will continue to increase. The learners would not possess the skills that are demanded by the employers. Below is the framework proposed to address these labour market challenges:

7.2 The proposed framework for EE in Lesotho

Figure 7.1 The proposed framework for EE in Lesotho



7.2.1 MACRO LEVEL – Government Policies

Lesotho attempted a number of unsuccessful reforms to make education relevant and address the needs of the nation (Selepe 2016:3). These reforms included the introduction of the practical subjects that were intended to promote self-reliance among the Basotho youth. Selepe (2016:3) identified are form to increase the efficiency of education by organising the school curriculum into three core subjects; Mathematics, English and Science and others into practical and social subjects. The core subjects were allocated more time than the other subjects on the school time-table. Even then, the needs of Basotho were still not adequately met because the emphasis was more on passing the

examinations than on developing the skills that would help them to survive in future (Selepe 2016:3). The proposed framework aims at helping the Lesotho government, teachers and other stakeholders to achieve objectives of the current policy, especially this one; addressing the emerging issues pertaining to new demands, practices and life challenges of the modern global world which is the main aim of this study (*c.f. 1.5*).

7.2.1.1 Schooling

In the year 2000, the MoET proposed and implemented free primary education (FPE) to eliminate inequalities and to education (Education Act N0.10 of 1995). Boys and girls enrolled in schools in large numbers because education was (and still is free) at the primary school level. This initiative was turned into law and implemented in state schools where education is still free and affordable even today. Children are expected to attend school free of charge (Morojele 2017:37). Consequently, the researcher observed that the FPE resulted in the rise in the number of the learners who completed the primary school education level but could not proceed to the secondary school education level. The researcher also observed that the secondary school education was somehow subsidised in through the book fee. The government made a standard payment so that learners could pay less. Besides the standardised book-fee, the MoET also sponsors some learners who come from the disadvantaged families. This was done in respond to the increased high rates of unemployment that Lesotho is faced with. There is an observation that there is rise in the number of the possible learners who could not proceed to secondary education and this adds to the high rates unemployment among the youth. The increased rolls of the learners lead to overcrowding in the classrooms and this affected teaching negatively (Matobako & Heqoa 2018:64).

This study shows that the large classes inhibited the teachers' movement among the learners and giving attention to individual learners (*c.f.5.4.10*).When movement is prohibited, teachers refer back to teacher – centred methods which are used to address large classes which do not at any pointing time develop employability skills in learners (*c.f.5.4.1*). Therefore, the framework for EE is proposed to address the challenges that EE

teachers face in using appropriate teaching methods and strategies that will help them prepare learners to fit in the world of work (*c.f. 1. 10*).

When many young people are working, the economy of the country will also increase because they possess skills that are demanded in the labour market. This framework proposes that more teachers be trained to accommodate large rolls of learners at the secondary school level and to even carry out workshops for the teachers who were trained earlier. As the findings revealed, teacher professional development is proposed to be carried out regularly to empower both the trained and untrained teachers (*c.f.5.4.6*). Teaching materials also need to be available. Teaching is effective when supporting teaching material are available and accessible to both teachers and learners. If learning materials are of good quality, available and well written, they can be interactive enough and educative. Chaka and Govender (2014: 2) points out that these teaching and learning materials need to be revised frequently and should go beyond the learning guides. This would be in response of the challenge on the teaching materials that they should be educative to the learners.

It is also important that all EE teachers are at the same level of education so that they provide the learners with the skills that are needed in the workplace. This study proposes that there be regular teacher professional development in the form of seminars, workshops and team-teaching (where teachers help each other) (*c.f.5.4.4*), so as to help them to acquire the latest issues on the teaching of EE in Lesotho. The government of Lesotho (GoL) is also concerned about the number of qualified teachers who can implement the changes that are brought by the MoET (AFD 2007:vii). The inclusion of the institutions of higher learning in curriculum solves the problem of having teachers who are ill-prepared for teaching. Though this is the concern of MoET, it may create opportunities for the teachers to be given some workshops on the new curricula rather than be cascaded to the last teacher. In response to the challenge of no teacher development (*c.f.3.5.2*), these workshops can work well when organised and offered to teachers while schools are closed to make ready to start their work. Since this was not effective, the

teaching task started to be difficult for the teachers who did not attend the workshops initially.

Another MoET initiative was the Education Sector Strategic Plan 2005-2015 policy. It was a 10-year policy whose main aim was to achieve human development and to reduce poverty among Basotho (AFD 2007: vii). The plan also aimed at expanding the educational opportunities for the learners by training the teachers, reviewing and introducing the relevant curricula, developing instructional materials in order to eliminate poverty and unemployment. This plan further aimed at increasing the teaching profession position to accommodate the increasing numbers from the primary school level (MOET 2015: 51) as indicated earlier in this chapter. To date, schoolteachers are still overloaded with the number of the learners, ranging from 45 to 60 (from the researcher' observation and knowledge as a secondary school teacher) (*c.f.5.5.1*). It is the concern of the researcher that these plans be put to practice so that unemployment rates can be reduced. This plan shows that the government of Lesotho was also concerned about the previous curriculum that was characterised by a high number of subjects which were fairly academic but irrelevant, with the production of minimum practical skills that were relevant for or demanded in the employment market (AFD 2007:vii). Some of the subjects cannot result in the development of skills that can help the learners to survive and to be readily employed. So, GoL should hold hard on this one to help reduce the unemployment rates in Lesotho.

Like other education policies that have been discussed, it is the researcher's interest to develop learners' competencies that are necessary for personal growth and social life (*c.f.2.3*). This can be done by providing them with education that is universal and that provides them with occupational skills that may enable them to participate in the socio-economic development of Lesotho (World Data on Education (WDE 2007:1). This study proposes ways through which the teachers may develop the learners' competencies that are demanded in the workplace. Policymakers can adapt the strategies for introducing and managing curriculum change in the secondary schools in order to make classroom implementation of the curriculum effective (*c.f.1.10*) and in this case, to prepare the

learners for the world of work. Another reform that was introduced is the Task Force 1975, whose aim was to replace the O' Level examination with the local examinations. This reform was implemented from 2013. The curricula were developed and the examinations are now successfully marked locally. The development of new curriculum should be given enough time and include all stakeholders especially those training teachers.

Another reform was introduced in 2009 with the aim of phasing out all the teaching of traditional subjects because they were found to be too academic and not addressing the challenges that were brought by the HIV/AIDS pandemic and other communicable diseases. These challenges increased the level of poverty as well as the climatic and environmental deprivation (MoET 2005:65). This policy was, the Curriculum and Assessment Policy 2008. The aim of this new reform was to integrate the traditional subjects into the learning areas in order to equip the learners with the competencies needed to address their life challenges. It advocated the use of the learner-centred teaching (Selepe 2016: 4). The learner-centred methods are elaborated in the next sections help in the preparation of the learners for the world of work. Even though it was intended to reform both the curriculum and the assessment practices by aligning them with the national goals and aims, the teachers continue to experience some challenges which the present study identified. For example, the assessment is still examination-oriented, teachers use teacher-centred teaching methods and the learners do not have the skills that are in demand in the world of work (*c.f.*3.5.4). Therefore, the unsuccessful reforms led to the proposal of the following framework for teaching EE in order to produce the learners with the skills required in life.

7.2.1.1 Higher education learning

In Lesotho, higher education learning is expected to produce and supply the labour market with high level of human resources with the skills that are relevant for the job market. Institutions of higher learning include the Lerotholi Polytechnic (LP), the Lesotho College of Education (LCE), the National University of Lesotho (NUL), the Botho University, the Limkokwing University of Creativity and Technology and a few other recognised institutions of higher learning. The plans of these institutions are to increase

their intake in order to enhance the opportunity for the possible learners to access quality higher education (MoET 2005: 84). Higher education learning is intended to achieve high standards in higher education by determining the human resource gaps and the training needs of the various levels of higher education institutions to embark on well-structured training programmes.

MoET also aims at establishing the national quality assurance mechanisms for higher education learning. The body which implements this mechanism is the Council of Higher Education (CHE). Its functions include accreditation and quality assurance of the higher education institutions of learning (UNESCO 2010:4). All the institutions of higher education are expected to adapt and implement quality assurance. These actions are in line with the aim of this study that learners be equipped with skills that are demanded in the labour market. The process of quality assurance seems to be running well at NUL(MoET 2005:84). This study proposes that it should remain in place. MoET further established strong partnerships and consultative mechanisms among the institutions of higher learning, the private sector, the Non-Governmental Organisations (NGO's) and the community (MoET 2005:84). Distinctively, LCE and NUL as teacher education institutions, further provide training to pre-service and in-service teachers to close that gap that exists at the workplace.

7.2.2.2 Teacher education– (colleges and universities)

It is one of the principles and general objectives of the education system in Lesotho, to provide a sufficient number of individuals with appropriate job-related, technical and managerial skills that will enable them to participate in the country' socio-economic development (WED 2006:1). This implies that teachers need initial training on the subjects and ways of teaching the subjects that they are interested in teaching in future (*c.f.5.4.7*). Teacher training is confined in two institutions: the Lesotho College of Education and the National University of Lesotho through the Faculty of Education *figure 7.2*. Exceptionally, NUL has, as one of its objective, item on inculcating entrepreneurial skills in students (*point 2.2*). This means it is also concerned with decreasing rates of unemployment in Lesotho. But practically, no initiatives are taken by NUL to ensure that the plans are in

accordance. The training period for each institution is three years and four years respectively for a secondary school teacher to be ready for the field work. In the former institution, student-teachers select and take courses in their respective specialisations for the first year and go for internship (teaching practice) during the first semester of the third year of study (Lefoka et al., 2000: 23).

The teaching practice is an important aspect of teacher preparation. It is intended to expose the student teachers to the most sobering technological frontier in EE and needs to be extended for a few months. When extended, it will give exposure to student-teachers to have a full hand of what teaching is and how it can be improved. It is also evident in Jobo, Khiba, Liphoto, Mapuru, Molise, Lefoka and Ntoi (2000:4) that teaching practice is that component of teacher education that offers to and prepares completing learners with an opportunity to effectively handle the task of teaching as attachment or internship, as it may be known elsewhere. The findings of this study indicate that the short period of teaching practice for the pre-service teachers denies them the practice in teaching (*c.f.5.4.5*). Some high school class teachers complain that the teacher trainees confuse the learners.

The present study finds the teaching practice (internship) to be ineffective. There are no good relationships between teachers and the teachers at work. The practicing teachers are denied full practice because of the limited time that they spend with the learners. They do not have a feel of what teaching is actually. Unlike the practice at Lesotho College of Education where teacher trainees teach for the whole year, the NUL teacher trainees are not given a chance to reflect on and to share their experiences after the Teaching Practice (TP) because it is the last opportunity they have before they complete their training. In this way, the challenges that student-teachers faced during teaching practice are not addressed and remain unsolved.

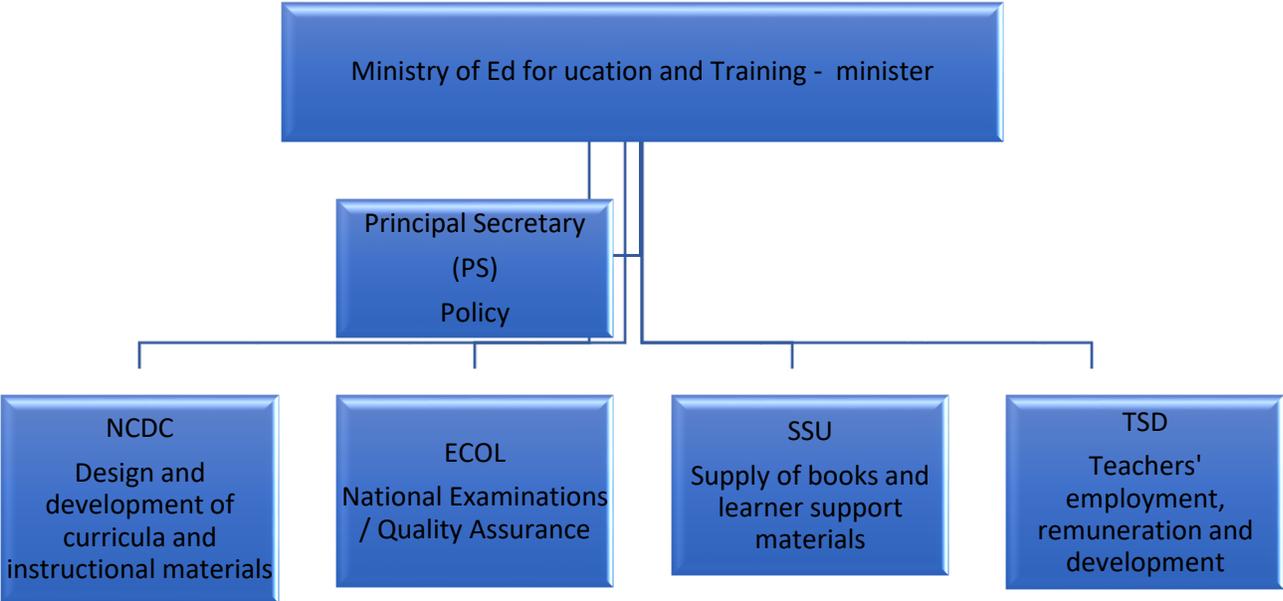
The present framework suggests that duration of TP be extended to address this weakness of student -teachers being denied practice (*c.f.6.4.4*). This would also give the student -teachers full practices and involvement of the teaching so that they are fully

motivated when they get to the actual teaching. TP can also be used as the building capacity strategy stronger than micro-teaching because it exposes the trainees to real teaching though it is in a simplified manner. Hence it must be a forceful support by stakeholders. A short TP is argued to be ineffective to result in fear and incompetence in teacher trainees and newly employed teachers they do not have a feel of teaching before the actual fieldwork (UNESCO 2010). Therefore, this study proposes the extension of TP to enhance and capacitate practicing teachers with adequate skills. It is also evident from Berger, Girardet, Vaudroz, and Crahay (2018:329) that the newly employed teachers who are denied adequate time for teaching practice especially in their first years of teaching which are characterised by stressful by feelings of uncertainty, self-doubt and inadequacy. They do not feel ready to perform their new roles. This study proposes that teacher education must also formulate tightened regulations for teacher preparation and certification. It must reduce the entry requirements for those who would like to join the teaching profession. In this way, only committed and willing teachers will be trained as teachers because they will love their job hence, achieve the aims of MoET in Lesotho.

7.2.2 MESO LEVEL – MoET as governmental structure for education

The other significant driver that relates to the proposed framework is MoET as the governmental structure for education in Lesotho. MoET aims at developing and implementing education policies which ensure that Basotho are productive and function well in their societies through access to education and training (MOET 2005:26). The figure below depicts only those structures that are related to provision of teachers, design and development of curriculum, provision of instructional materials and assessment.

Figure 7.2 Part of the Structure of MoET



Headed by the minister, the Ministry of Education and Training is mandated with the responsibility of providing, managing and regulating education and training. The Principal Secretary (PS) executes the minister’s decisions about the policy to the other levels that are responsible for the development, provision and assessment (MoET 2008:6). The National Curriculum Development Centre (NCDC) collaborates with the Examinations Council of Lesotho (ECOL), the National Task Teams or Panels, teacher training institutions, teacher associations, policy makers and other trainers in Lesotho to review and develop the curricula. Above all, NCDC is responsible for dissemination, training, supporting and evaluating the implemented curricula (MoET 2019:3). On the other hand, ECOL is mandated with ensuring quality assurance for all the examinations in Lesotho. It provides technical support and assessment packages which are inclusive and accessible while SSU is mandated with the supply and distribution of the learning materials. The study proposes that the teaching and learning materials should be distributed to the schools before the schools re-open so that they are available for use from the beginning

of the teaching and learning period. TSD facilitates the recruitment and replacement of teachers and other (human) resources qualified in inclusive education. It is its role to make provision for modification and adjustments for the employment of the human resources that relate to teaching. This role has to be effective and be done in time to motivate the teachers to do their work, especially those placed in most rural areas where everything is hardly accessible. When teachers feel supported, they will, without doubt fulfill the aims of the Lesotho's MoET. Therefore, learners will leave schooling with skills that the employers at the labour market demand.

7.2.2.1 Involvement of relevant stakeholders

For a successful implementation of curricula in Lesotho, an active involvement of the relevant stakeholders (in the form of support such as expertise and resources) is necessary (MoET 2018:14). In its quantitative and qualitative improvements of the education sector, MoET counts on the development partnerships with churches, the private sector, NGOs, communities and development partners (MOET 2005:13). MoET is mandated to provide regular, purposeful supervision and inspection of schools to ensure quality education delivery at all levels by building the capacity for district-based support to basic education (MOET, 2005-2015:48). The plan has also identified challenges that are still existing in the secondary education system in Lesotho that include among others the high drop-outs level. It is committed to decentralizing the education responsibilities to District Resources teachers, District Education Officers and Inspectors as a way of giving new skills and adding responsibility for education managers at all levels (MoET 2005-2015: 118). The selection of these education officers should be based on expertise on curriculum and assessment issues. They should not be office occupiers like Nhlapo et al (2019) indicated in their study. They must be people with the know-how of curriculum so as to help teachers in all aspects of curriculum. Nevertheless, it is the objective of the MoET to capacitate all the managers, but this is not happening as planned. The Managers are not performing their duties adequately because of the problems identified by the ministry.

This situation shows that secondary school education consequently fails to promote the learners efficiently through the schooling process (MoET 2016: 50). Teachers need to prepare proper lesson plans to avoid confrontation with inspectors. The findings of this study are that inspectors need to make several visits which are supportive rather than harass the teachers. As a result of overcrowding in the classrooms, the proposed teaching approaches are suffering because teachers are not able to put them in practice. They also suffer as a result of the quality of the teachers which is associated with the absence of regular in-service training opportunities for teachers as well as poor supervision by inexperienced district officers and the inspectorate (WDE 2006:2).

The design and implementation of any curriculum need to involve all the relevant stakeholders in order for them to have a sense of ownership. Oogta, Pieters and Handelzalts (2016: 121) articulate that a collaboratively designed curriculum change affects both professional development and the implementation positively because teachers develop competencies, practice and ownership of the change. This applies mostly to teachers as they are the key people in this process. They first need to understand the contents of the curriculum that they are supposed to teach. When teachers play a passive role in the development of the curriculum, it is not going to be easy for them to deliver a top-down curriculum without understanding it. They have to be heard and listened to. Their concerns have to be considered as they are the key players in this regard. It is argued that the top-down curriculum development and implementation are not always a success if they do not involve the teachers (Kukano, Hapompwe & Silavwe 2020:657). They further indicate that lack of understanding influences implementation; therefore, change may not be possible on the part of the teachers. Since failure to implement the intended curriculum results from a top-down approach, the policy-makers (MoET) need to consider the teachers when making decisions about any change in curriculum.

When change is at the pilot stage, other stakeholders such as the teacher training institutions have to take the initiatives so that the first batch is prepared relevantly with what is the reality (in the teaching field). Therefore, if curriculum change is hurriedly

implemented, without the involvement of the key stakeholders, it is likely to affect the way it is taught. The key to successful change therefore is by providing assistance to the teachers who are the implementers of change (Kukano et al 2020: 661). Other stakeholders that are engaged in the Lesotho education processes are the churches. These are the main stakeholders as Lesotho uses the church schools to improve the capability of its citizens. The researcher as a former education officer is fully aware of the functions of all these stakeholders. The churches are in partnership with MoET as they own most schools of the schools. The churches manage the schools while the salaries and other issues (such as the determination of the syllabuses and curricula) that relate to education are determined and taken care of by MoET (MoET 2008). The administration and management of this partnership are improved through ongoing training of the advisory school committees, school boards and management committees. For a complete and effective partnership, MoET has to invite other stakeholders as a principle of democracy and effective decision-making processes (MoET 2005:24). By so doing MoET will solving the problem of inadequate training and support that are given to teachers during implementation. When teaching and learning go smoothly, learners would be ready for the world of work possessing all skills demanded (*c.f. 1.10*).

7.2.2.2 Instructional materials

As it is the responsibility of MoET to provide teaching and learning materials, it is also mandated to improve their quality through a stringent screening procedure at a reasonable cost (MoET 2016:20). MoET has to review and develop instructional materials that are responsive to the changing technological needs of the country. CAP states that instructional materials intended for use in the schools are approved by the relevant department before they are recommended and distributed to the schools. The School Supply Unit (SSU) always delays to deliver the instructional materials. Hence teaching becomes difficult and ineffective because learners will not be assigned work when books are not available. Teachers need to be included in all stages of curriculum and given time to understand why change is necessary. This will help them accept and understand policy and its aims, principles and guidelines about the curriculum reform and the assessment system. When assessment is not linked to curriculum, the formulation of the strategies that improve the teaching and learning processes will be irrelevant. This might be a

challenge, because the MoET itself indicates that the teachers are not given the policy guidelines on teaching and learning materials that it is supposed to supply to the schools (MoET 2016:30). When all these challenges are not addressed, labour market will suffer as learners are not equipped with the skills that are demanded.

EE is a more practical subject that requires the learners to have more exercises than ever. Therefore, it is important that the learners have textbooks in time because these have the potential to help the teachers to improve their content knowledge and become aware of the curriculum designers' pedagogical intentions. The study shows that learning can be abstract when it is difficult for both teachers and learners to get the EE books. It becomes difficult for the learners to understand some of the concepts if they cannot see how they work. These educative materials can also provide support for the pedagogical content knowledge by addressing the learners' ideas about an activity, such as their probable prior knowledge and experiences, probable responses and the demonstration of understanding as well as the challenging concepts (Evens et al 2015:4). In the absence of the relevant textbooks, it is difficult for a teacher to assign the learners some work when they know that some learners do not have books. This becomes a barrier to those learners who can do work on their own. Consequently, delaying to deliver these materials during the implementation processes disrupt teaching and learning. Teaching materials are important in the teaching and learning processes because they help teachers in selecting the appropriate teaching methods relying on the availability of the textbooks (*c.f. 1.10*).

7.2.2.3 In-service and teacher professional development

In order to address the objective 2 of this study (*c.f. 1.10*), the other strategy that can be used to improve the quality of education is the regular provision and organisation of in-service training programmes in the form of workshops in order to address the emerging issues of teaching and learning (*c.f. 3.5.1*). Entering the teaching profession is often a demanding process which can dramatically change the lives of the teachers and can be challenging without adequate support of other stakeholders. Therefore, continuous teacher professional development should be provided to the teachers so that they do not get confused and uncertain about the real teaching situations. Boakye and Ampiah (2017:6) posit that professional development is necessary in the development of the skills

to create more teaching and learning time in class as well as addressing the learner discipline, behaviour problems and classroom management skills effectively.

The ministry needs to show its concern about teacher development programmes and plan towards an efficient education system that include quality teachers who can produce skilled future citizens who will contribute to the growth of the country's economy (MoET 2016: 79). Since teaching is an on-job training, this study proposes that institutions of higher education should make follow-up visits to ensure that the novice teachers cope well with teaching in the early years of teaching so that they may also be motivated and enjoy their work. When they are well motivated they can easily use the learner-centred methods which are proposed in order to prepare learners for the world of work. Despite being qualified, all teachers need a comprehensive guidance to meet the challenges that may emerge regardless of how good their pre-service teacher education may be.

As the findings of this study reveal (*c.f.5.4.1*), team building workshops can assist the EE novice and experienced teachers to work together, share experiences and assist each other in order to produce the required outcomes as they would be equipped with the relevant skills (Mandukwini 2016:13). The framework further considers short term training in the form of workshops to appropriate teachers. It is an opportunity to gain information on the strategies and approaches of teaching the new syllabi content. This study proposes the induction of the programmes be brought back to practice would introduce teachers to the teaching field with support. Bringing them back, would help teachers and update them about the strategies that they have to use at work which appropriate in teaching EE. When teachers are up-dated they can easily develop those skills that are needed in the labour market.

However, the departments that have been entrusted with the responsibility of monitoring in-service training (professional developments of teachers) seem not to be doing their work at all. Some teachers show that they do not get any support from their colleagues and other stakeholders who have been entrusted with monitoring and supporting them in ensuring quality education (*c.f.5.4.7*). They indicate that they only get support from their

subject associations in the form of workshops that are held quarterly to help each other with topics that are difficult to tackle. Teachers regard the topics that they cannot tackle as threats to them and avoid teaching them through the suggested learner-centred approach. When teachers are not updated with the teaching methods and strategies that are relevant to current situations, education system will always produce what the labour market does not need.

This framework proposes that as the skills become obsolete with time, MoET should provide regular workshops and seminars for the teachers as a way of capacitating them with skills and knowledge to address the challenges and emerging issues that are related to EE. This framework further proposes there-introduction of the in-service programmes the two institutions of higher learning for secondary school teachers in order to provide the bridging courses that may put the teachers at a state of renewal. The policymakers need to address the issues of teacher quality and quantity in a variety of ways.

7.2.2.3 Old and New National Curriculum in Lesotho

MoET has attempted many curriculum changes that include the introduction of EE, which replaces the old Business Education syllabus. The old curriculum was intended to equip the learners with skills and knowledge that may help them to establish and run their own businesses. The study finds that the policy failed because teachers were not able to use the proposed teaching methods and strategies that would enable them to do so. Several reasons were put forth. Overcrowded classrooms, teachers' beliefs are some of the factors that influence them not to implement the proposed teaching methods and strategies (*c.f.2.3*).

The old curriculum is organised in a spiral manner at the lower level. A spiral curriculum is one in which there is an iterative revisiting of topics or themes throughout the stage. A spiral curriculum is not only the repetition of a topic taught but it is a deepening of such a topic or concepts with each successive encounter building on the previous one. The study proposes that doing this at one level introduces a learner to all the topics that would help him to become independent. The study finds that this kind of curriculum organisation is

said to increase the volume of the content to be taught, it is also repetition of what has already been taught because the learners do not relate what they learned previously to what they are learning currently. This repetition brings a more advanced application of what was previously learned though at a higher level of difficulty.

The plan (Education plan) has also identified the challenges that exist in the secondary education system in Lesotho. These include, among others, the high drop-out level. This shows that secondary school education does not help the learners to go through the schooling process efficiently (MoET 2016: 50). MoET decided to introduce the more relevant and more diversified curricula that would respond to the demands of the national labour market. As the result of curriculum distortion through the examinations which was expressed by the participants. MoET decided to address this challenge by introducing the new integrated curriculum. This new curriculum is argued to respond to the emerging global issues through lifelong learning and increasing awareness of survival skills. The government of Lesotho was quite concerned with the current curricula which was characterised by an excessive number of subjects that were fairly academic, with the minimum practical skills that responded to the demands of the employment market. Hence it decided to transform the curricula (MoET 2005:15). The intention of the government was to provide free education to all at the primary school level learners. When every learner is given equal chance to education, many are likely to be employed and reduce poverty in Lesotho.

7.2.2.4 Scope and nature of EE syllabus

The new EE curriculum is underpinned by constructivism because the envisaged pedagogy and the teachers-learners' roles are in accordance with the principles of constructivism (Ralebese 2018:24). The new curriculum necessitates a change of roles for the learners and the teachers. Unlike the old curriculum, Business Education, where the teachers were considered as the key factor in the learning situation, the learners are now expected to assume greater responsibility for their own learning (MoET 2009). The teachers' role in this one, the role is to facilitate learning so that the learners are able to construct their own knowledge as opposed to just receiving and memorising the content

transferred by the teachers (Ralebese 2018:24). This implies that the learners will be able to demonstrate the new knowledge, skills and attitudes in achieving the set objectives (c.f.2.4).The new integrated EE is oriented towards the approaches that place the primacy on the survival of the learners, not only in their daily school routines but also as member of a broad community life, today and tomorrow, locally and globally (Stone, Alfred & Pearson 2008:767). As the learners are already full members of the community, education must help them to live their lives fully, equipped with the necessary skills and competencies to meet the challenges of life.

The new curriculum is organised in such a way that it uses the curriculum aspects and learning areas to identify the competencies that need to be addressed in each learning area (MoET 2009:5). Therefore, the current EE curriculum EEis in the Learning Areas, of creativity and entrepreneurial which promotes production and work-related competencies. It is intended to equip the learners with knowledge and skills that enable them to participate in productive and income generating activities. It is further intended to develop entrepreneurial skills that would facilitate creation of employment and alleviation of poverty (MoET 2009:21). The body of knowledge of the new EE curriculum is organised in chunks which make it easy for teachers to teach the concepts integratedly because they cut across a number of themes that provide a range of experiences for a learner. This learning area should be able to prepare the learners for the world of work, as it is intended.

There is a need for the teachers to have a better understanding of the learning processes and to develop the practical and participative strategies that facilitate a more effective teaching and learning in the ways that ensure the acquisition of knowledge and skills that are relevant to self-fulfillment, decent employment and life (MoET 2016: 79).All these respond to the main objective of this study. This framework is intended to foster the awareness of the organisation of EE and how it can be effectively used to prepare the learners for the world of work. The findings of this study show that teachers are not alerted about this policy and its aims which give them the principles and guidelines about the curriculum reform and assessment system. Hence they are not able to link the curriculum

to the assessment which is the basis of the formulation of the strategies that improve the teaching and learning processes. This might be a challenge because the MoET indicated that teachers are not given the policy guidelines on the teaching and learning materials that it is supposed to supply (MoET 2016:30).

7.2.3 MICRO LEVEL - Classroom Teaching and Learning of EE

At the micro-level, the study proposes the appropriate teaching approaches for EE in Lesotho secondary schools. Certain principles are most appropriate in teaching the subject content to achieve the set objectives for the lesson that needs consideration by a teacher (van Wyk2016:76). Therefore, it is important to integrate these principles into the lessons during the planning and teaching of EE in order to encourage quality and excellence. As they play an important role in the repertoire of teaching skills needed by teachers to achieve set objectives, certain factors need to be considered. They affect the choice of the approach for a specific teaching situation. These factors include, among others:

- The teacher's personality and competence(*c.f.2.3*)
- The learners' abilities(*c.f.2.2.1*)
- The subject content knowledge(*c.f.2.2*)
- The pedagogical content knowledge(*c.f.2.2*)
- The nature of the subject
- The class size and classroom environment(*c.f.3.5*)
- The purpose of the lesson.

These principles are given as the guidelines for a teacher to make informed decisions about the teaching of a certain subject content. Since EE is a practical subject, there is a need to shift its pedagogy towards those pedagogies that can develop creativity, independence and the survival skills of the learners. In this approach, a teacher assumes the role of a facilitator of learning where the learners construct their own knowledge and acquisition of the skills, values and attitudes (MoET2008:9).

7.2.3.1 Learner-centred Approaches

Development of skills for personal and social development proposes the teaching methods that are based on the learner-centred approaches that make the learners responsible for their own learning by doing the activities on their own. When the learners are responsible for their own learning, they are able to identify, formulate and solve problems on their own and evaluate their work and these are all what labour market is looking for. The Learner-centred approach is associated with the work of Piaget where he posits that power should shift from a teacher, who is an expert, to the learner to avoid passiveness and boredom. There is evidence from Matoetoe (2017: 25) that when teachers continue to use the teacher-centred approaches, the learners struggle to link the skills that they are taught in the classroom to their real life situation in EE and in the end, fail because this does not allow them to explore the opportunities to solve their own problems and acquire a deep understanding of EE in real life situations.

The learner-centred approach affects the education system, culture, economy, and politics of different countries as they are all unique. Teacher education in Lesotho does not seem to introduce the student-teachers to the learner centred methods of teaching because they too are not informed about. This makes it difficult for them to implement these methods in their own classrooms because they meet them for the first time in the field. Another issue is that the culture of the Lesotho school is to enroll too many learners. This causes overcrowding in the classrooms despite the limited resources. The study finds that teachers do not use the learner-centred methods of teaching probably because they are not introduced to them during their initial training. (UNESCO, 2011: 69). It further points out that when an initial training is not of a high quality, teachers teach the way they were taught. It is difficult for them to adopt the learner-centred approach (*c.f.5.4.7*).

The learner-centred approaches place the learners at the centre of teaching and learning. It encourages the learners to take control of their own learning while teachers are expected to give support to the learners. It also directs the learners to discover new knowledge and skills that would change their attitude towards the subjects. In this manner, they will be responding to the demands of the labour market. In addition, it gives

opportunities for the learners to evaluate the economic data and to propose solutions to the problems that are likely to affect their lives. For example, since several reforms have failed to address the issues that are able to eradicate poverty among others, the new curriculum uses the integration of several concepts to solve particular problems. Although teachers may have excellent content knowledge of the subjects that they teach, they lack or have limited understanding of how to use the suggested appropriate teaching methods that are aligned to learner-centred approach (*c.f.5.3.1*). Some teaching methods that are proposed in this study are appropriate learner-centred methods for the teaching and learning of EE. They are proposed and explained below.

Small group method

In a normal teaching and learning situation, the study proposes the use of the small group method for teaching EE. This involves two or more learners doing a task that engages all the learners actively in a small group for the achievement of the set objectives. As learning should be built by giving learners opportunity to construct own knowledge they need to be given activities that will allow them to do so. Small group instruction is considered effective when teaching is focused precisely on what the learners need to learn next to moving forward. The ongoing observation by the teachers combined with systematic assessment enables them to draw together groups of learners who are fit for a particular instruction (Bolden 2020:1). This helps learners who may be struggling to learn as all misconceptions are cleared in the group.

The study proposed that in such small groups, the learners should be given instructions to select group leader that guide the discussions and report the group findings to the rest of the class within a given time. All the members of the group should make an input to the discussions. They are allowed to share information and explain some concepts to each other. As a facilitator, a teacher observes and assesses the group and then reports the findings (van Wyk 2016:82). The teacher also facilitates the learning by organising appropriate pedagogical approaches so that the learners are provided with support and guidance to accomplish the skills of self-evaluation and independence in their learning. Though it may be central to the learner, this approach is time consuming when a teacher

is not monitoring it closely (Matsau 2007:32). When students are engaged with others in a group discussion, they feel less isolated and develop a deeper learning because they participate actively. This active participation leads to the development of critical thinking and social skills. It also helps the quiet learners to have an opportunity to speak in their groups. The learners have the opportunity to learn from each other as they get involved in their own learning. This approach is appropriate for preparing learners for the world of work.

Co-operative learning techniques

It is a learner-centred approach where the learners are grouped and provided with the material to study and to complete a given task on a particular topic. Although similar to small group work, cooperative learning is more focused and structured because the learners have the opportunities to model their reasoning, thinking and problem-solving skills, to help the learners to construct a new understanding, knowledge and skills (Matsau 2007:31). Being able to work cooperatively with others in a group helps the learners to develop the social skills such as communication skills, leadership skills, problem-solving and delegation skills (van Wyk 2016: 83; Matsau 2007:31). Under the guidance of a teacher, the co-operative learning strategy is a more hands-on approach that motivates the learners to be positive about their work. Because each learner's progress is dependent on other members of the group, the learners support each other to complete the given task given because it allows the learners with different abilities to work together. Hence, this study proposes that EE teachers adopt the use this method for effective teaching.

Working alone

This is another learner-centred approach where the learner works alone and expresses his or her own feelings without being distracted by others. Matsau (2006:37) argues that learners can prefer to work on their own because they want to concentrate and maintain their own feelings without the help from or the interaction with others. Sometimes it is a learner's own preference to work independently, depending on the type of work on hand and the situation that drives the completion of a given task. It stimulates individualised

learning and gives a learner some autonomy and responsibility in relation to his or her own work. Even though it might put pressure on a learner, it is another of gauging learner's capacity so that it is easily monitored (Dalland & Klette 2016: 382). This study proposes this approach because it involves a variety of communication skills. It deals with self-reflection and understanding that leads to decision making. In this way, teachers are in a better position to know the individual learners' abilities and use this discretion to find out how best they can help the learners. By doing so, a teacher would be effectively preparing a learner for the world of work.

Problem-solving method

This is a learner-centred approach that encourages the learners to learn about a subject through the experience in problem solving (Jaiswal 2019:1075). Jaiswal (2019:1075) points out that this method helps the learners to develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Developing these skills puts a learner to fit in the workplace. Problem-based learning is the most complex and difficult to implement of the learner-centred learning methods. It calls for a complex, open-ended, authentic problem whose solution requires knowledge and skills specified in the learning objectives. When learning objectives are not specified for the learner, these might not be achieved.

It also requires considerable teaching skills for instructors to deal with unfamiliar technical questions and problems, learners' resistance and possibly, hostility toward this teaching method, an array of interpersonal problems that frequently arise when the learners work in teams (van Wyk 2016:30). Despite the challenges, problem-solving is a natural environment in which to develop learners' professional skills such as problem-solving, team-work and self-directed or lifelong learning which are demanded in the labour market. It provides an excellent format to integrate material from across the curriculum.

Case study

Case studies are commonly used in the teaching and learning of presenting a particular problem or scenario to the learners so that they can interact with the content that they

learned in EE. van Wyk (2016:92) explains it as the learner-centred method where the learners are provided with the opportunities to read and to communicate what was learned during the learning process. A learner is given a case to read and answer the question in relation to what he or she has studied (topic). This method increases problem-solving and decision making skills of a learner. These are the skills that the labour market needs from graduates when they are employed.

Research method

Research can be adapted as a teaching method for EE. It is underpinned by the constructivist principle. It is an out of-class activity which focuses on learning beyond the classroom where the learners are given a project and have to search for the relevant information to carry it on in the real world (Ralebese 2018:83). The project method provides the learners with positive real-life experience as well as enhances problem solving and research skills. This study proposes that learners can undertake a project and develop their self-directing learning skills in EE.

Class discussion method

The class discussion method is another type of learner-centred approach which is widely used in teaching. It can take place between a teacher and the learners or among learners themselves. A teacher plans a clear topic for discussion, defines the roles and responsibilities of both a teacher and the learners during the discussion process (van Wyk 2016:95). This method can be used to increase knowledge and skills as the learners share ideas and express their views collectively. The rules must be given to the class about what should be done to carry it out. Such activities include the selecting of a leader and somebody to present the ideas to the class. A teacher should create a classroom environment that promotes class discussions and that can even allow the class to rearrange the classroom layout and furniture for class discussions. Learners should be advised to respect the ideas and opinions of others. To end the discussion, a teacher should create the opportunity for the learners to present their views and opinions on the given topic. The rest of the class may listen or raise questions where necessary, as input to the presented ideas (Ralebese 2018:83). If discussions are done in groups or pairs, a

selected leader is expected to air the views of the pair or group for certain minutes to allow an interaction among the other learners on the presented ideas. This strategy helps the teacher to understand what learners already have and determine their needs. Listening to the learners' ideas can also help in making decisions about what to teach in order to develop skills that are in demand in the labour market.

Think-pair share

It is more or less a small group method. Think-pair-share is a collaborative learning strategy where learners work together to solve a problem or answer a question about an assigned work (Pardeshi 2016:1). This method gives the learners the opportunity to think on their own and to discuss their opinions with their partners for the refinement of those opinions under the supervision of the teacher in the classroom (Ralebese 2018:83). Since think-pair share allows learners to share their ideas, it gives them opportunity to feel more comfortable with their partners and ultimately develop social skills which are the skills demanded by employers.

7.2.3.2 Teacher-centred Approaches

A teacher-centred approach to learning is where the teacher plans lessons and has full control of the teaching process, as an authority. In this way, the teacher is the main focus in acting-out the lesson plan to achieve the constructed lesson objectives. In this approach, the teacher remains in control of the knowledge (what to be learned) and the learner remains a passive listener (only responding to instructions by the teacher). Although the learners play a passive listening and receiving role by responding only to the teacher's instruction and direction in the classroom, teachers still need to use these approaches when giving instructions and introducing new topics. In the past, the learners were considered as "empty vessels" whereby teachers direct the control of what is learned and why it is learned. There are still cases where teacher-centred approaches are needed to deliver the massive content for the learners to think about. In most cases when teachers demonstrate the concepts in EE, they are the only ones who control and explain the new concepts and demonstrate how students can do the same in the next steps for practice.

Otukile-Mongwaketse (2018:11) further alludes to the fact that teacher-centred pedagogy is associated with top down, hierarchal pedagogy that reinforces passive learning and rote memorization which hinders the development of higher-level cognitive skills. When education is teacher-centered, the teachers retain full control of the classroom and all the activities are done by them for the learners. In this way, the learners are not allowed to express themselves, to ask questions or even to direct their own learning (Otukile-Mongwaketse 2018:12). When the teacher is dominant in the teaching and learning process, the learners' chance of losing sight of the goals becomes higher compared to when they construct their own knowledge (Otukile-Mongwaketse 2018:12). Hence this study emphasises the use of the teacher-centred approaches when necessary because there is no way a teacher can carry out his teaching without them because they do not develop in learners the skills that are demanded by the employers.

Demonstration method

The demonstration method is the best teaching method proposed in teaching EE where a teacher shows the learners how to perform manipulative operations. Demonstrations are valuable tools for teaching both concrete techniques and abstract concepts (principles). A good demonstration allows learners to learn by observation, a skill used innately when learning to talk, walk and even clap hands (Ralebese 2018:84). Observations can be used to teach the techniques such as conducting a counseling session or using a computer programme. Though this method is considered a teacher-centred, it gives information on how a certain thing is done. Since demonstration develops interest in learners and motivate them to actively participate it makes learning permanent in them.

Lecture method

For teaching large groups of the learners, the formal lecture is appropriate. In Lesotho, where public schools are characterised by large numbers using this method, make learners hold their questions until the end of the presentation. One type of a lecture is the semi-formal lecture where a teacher may occasionally entertain the learners' questions during the presentation (Liang 2004:75). In some cases, teachers can make a lecture

more interactive by presenting a talk on the lecture for approximately 20 minutes and thereafter pauses to allow the learners to ask some questions on the reading that they were assigned prior to the teacher's lesson (Major, Harris &Zakrajsek 2015: 2).Even though the lecture method does not enhance understanding in learning and is difficult to sustain learners' attention, it is time saving and thus enables the teacher to complete the planned massive content within a relatively short time. It can be used to complement and clarify text material, giving the teachers a chance to expose the learners to unpublished or not readily available material. Hence, it allows them to precisely determine the aims and organise content at their own pace and direction. On the other hand, it encourages passive learning and compliments individual learning preferences. This study proposes that it can be used as a teaching method for EE. It fits well when teachers introduce new concepts or topics or when demonstrating certain situations.

7.2.3.3 Design online teaching

The outbreak of Corona Virus Disease (COVID 19) pandemic has forced the world to think and plan for emerging issues which may affect education negatively. Some countries were forced to adopt the lockdown strategy, where people were urged to stay safe and maintain a proper social distancing, teaching and learning also has to change its route. As an eye opener to the countries, the governments around the globe declared that schools and higher learning institutions should use digital facilities to make teaching and learning possible. This is referred to as web-based learning or online learning. This study proposes that MoET should introduce online teaching and learning to overcome problems that cannot be anticipated.

Measures were taken to restrict people's movement. This resulted in unplanned closure of schools and universities and then learning has to take place online at home. This study proposes that MoET make the remote education system available to all learners at all levels through the adoption of applications such as Zoom, Micro-soft teams, WhatsApp that allow teachers to use virtual teaching. EE requires a demonstration for the learners (*c.f.1.1.0*). Therefore, it is time for the government to seek assistance from other developing countries. While teachers and the learners are confined to their homes, quality

has to be maintained in all aspects of education. Even though this transition is not easy to adopt, the EE teachers have to ensure that entrepreneurship skills are still developed during this crisis. Hence, the study further suggests that MoET strengthen the existing online teaching by subsidising the costs to be incurred in the teaching and learning so that the process is not disrupted and all the learners (even the marginalised) continue with schooling and a strong partnership with private businesses which may sponsor the online education systems (*c.f.1.10*). The massive efforts that schools and universities adopted within a very short time to respond to these challenges to the education systems were the eye openers for most countries that change is possible (United Nations 2020:4).

Online teaching and learning have been designed in such a way that individual learners learn outside the class with classroom activities that allow them to interact with their peers and teachers (Lee et al 2017: 428). These activities are prepared and sent to the learners' prior to the class so that the learners are all engaged and interact during the class. To avoid the learners struggling with online teaching and learning, the study proposes that a compulsory course be taken as compulsory and additional to introducing the learners to all the portals that individual schools can adapt for use. In order to retain the learners' attention during the online teaching, some audios can be sent to the learners and should contain the basic overview or prerequisite content for an upcoming unit so that learning goes on smoothly (*c.f.1.1.0*). With the issue of quality in mind, a variety of instruments that can be used to evaluate the acquisition of higher order skills have to be designed along with the content mastery which may provide the learners with multiple ways of demonstrating their understanding (Lee et al 2017: 432). Although this can be a demanding process in terms of labour and costs, as indicated earlier, governments have to subsidise the expenses of constructing the infrastructure for easy access by all.

7.2.3.4 Teacher philosophy – teacher identity

Teacher identity can be understood from different perspectives. On the one hand, teacher identity can be viewed as how teachers understand their teaching experiences which are determined by their attitudes and their beliefs about the learners, their teaching subjects, teaching roles and the responsibilities that reflect teacher education and teaching practice

(Chong, Low & Goh 2011:50). It can be viewed as both a product and a process that is not fixed but an ongoing and dynamic interaction within teacher development and or influence because they are shaped by their teacher education. Teacher identity is argued by Smith (2015:1) to be an on-going challenge which shaped his or her background, personality, teacher education and exposure to the classroom. Professional identity is contended to affect the teacher's sense of purpose, self-efficacy (*c.f.2.3*), motivation, commitment, job satisfaction and effectiveness (Chong et al 2011:51). Some researchers define it as the transition from teacher education to professional practice in the early years (van Lankveld et al 2017: 328). They observe it to be characterised by uncertainty, self-doubt and inadequacy which is all about self-efficacy (*c.f.2.3*). Teacher identity is very important especially when it is linked to teaching practice and continuous professional development as playing a vital role when future teachers experience the transition from initial teacher education into the teaching profession (Lutovac & Flores 2021: 379).

Other challenges are that teacher preparation programmes do not prepare the teachers for the real task that they are going to accomplish because they give too much attention to theory at the expense of practical skills (*c.f.3.5.2*). These teachers are often placed in hard-to-staff-schools with insufficient resources and are often given the most challenging assignments regardless of the conditions that they work under and that do little to foster their success. Being isolated from their colleagues, they receive limited guidance and mentoring and virtually no useful feedback about their developing skills and abilities (Boakye & Ampiah 2017:6). The literature shows that the newly employed teachers do not have adequate knowledge and skills (*c.f.3.5.2*). They have decreased self-efficacy and increased stress (Boakye & Ampiah 2017:1). It further shows that they fail to use the learner-centred methods as a result of the difficulty of balancing their teaching responsibilities and their personal lives. In some situations, the new teachers are not able to implement the innovative classroom practices and they are too isolated to try the challenging tasks (Boakye & Ampiah 2017:3). Some of the problems that novice teachers encounter in the areas such as curriculum itself, are, insufficient lesson planning, poor assessment, time management and the school culture. Which are the results of poor teacher preparation (*c.f.3.5.2*). Shulman (1986:4) argues that when a teacher is not

knowledgeable in their subject matter he fails to plan for the available time and the curriculum may fail to accomplish the set goals. Other challenges include the teacher's inability to identify pedagogical implications for the individual students, as the classrooms are overcrowded.

Beauchamp and Thomas (2009:177) argue that the experience or beliefs of the novice teachers that because they have transited from their classrooms as trainees to the teaching roles. They have scored high marks. Ideally certification keeps poor teachers out of the classroom, while giving people with the potential to be good teachers the skills and experience that they need in order to do their jobs well. This study proposes that teacher education be improved and strengthened to shape and re-shape pre-service teachers so that they are committed in their profession and achieve the necessary change in the learners. When teachers are not properly prepared, they miss some of the important issues that relate to teaching hence fail in most cases to prepare learners for the world of work.

7.2.3.5 Fourth Industrial revolution skills

The globe is currently moving towards that time where all production processes in all organisations and home will be run by automation and human beings will no longer be needed in large numbers to do work. Hence, schools should start now to be moving towards that time by developing the 4th Industrial skills that will unlock new opportunities for them. The World Economic Forum finds itself in the midst of the Fourth Industrial Revolution (4IR) with the workplace changes and transformation that requires people to adapt to the technological skills (Coberly-Holt & Elufiede 2020:21). Building from the third industrial revolution, it is established that in a very short space of time from now, most of the skills that are now considered essential for survival will have changed. Hence, it is important that the workforce be made ready to fit into the 4IR by acquiring the skills that will be used to overcome the challenges that may be encountered in the era of the 4IR (Ramraj & Marimuthu 2021: 289). Since people are going to share work with artificial intelligent and robots (automation), they need to stay ahead so that they sustain the

relevant skills-sets required for survival in the ever-changing workplace in future (Tsekeris 2019:35).

Not only will the 4IR increase the demand for skills, but it will also put a further strain on the pipeline by reshaping the labour market. It is recognised that their effective development also requires their scaffolding into co-curricular activities and assessment strategies (Papadopoulou 2020:182). As is the case with other institutions, higher education has to get ready to prepare the learners for the 4IR to remain relevant and to function well in the world economy. Therefore, this framework recommends that these skills be incorporated into the EE curriculum since it encourages the use of the learner-centred methods which support the deeper learning. According to the World Economic Forum report (WEF) (2016:2), these skills and competence will be required in the technologically disrupted world of work. In changing the mindset of the education providers as the key people in addressing the preparation of the learners for the future employment market, the 4IR has to be introduced in schools and universities. Not only is there a need for change in the subjects taught at universities, colleges and schools, but there is also a need for a radical change in the teaching approaches and how certain skills and tasks are perceived by students (Ramraj & Marimuthu, 2021:286).

Although Scepanović (2019:2) points out that there are challenges faced by universities to align education to the labour market needs, universities have to afford the skills and knowledge that will sustain the learners for long-term jobs. This is because the beginning of the industrial revolution does not in any way mean that the skills that people have acquired will become obsolete (*c.f.3.5.1*). Rather, it means that consideration will be given to strengthen the skills sets for a seamless integration into the workforce as the learners will be educated outside their area of expertise (Ramraj & Marimuthu, 2021:287). The core skills that are required in 4IR and that graduates must acquire in order to overcome the challenges that may be encountered in the era of the 4IR include, among others, the combination of content skills, that require active learning, ICT literacy, the process skills which are required for active listening and critical thinking, the cross-functional skills which cut across other dimensions including complex problem-solving and resource

management skills (Ramraj & Marimuthu 2021:289). These are the skills that the study is proposing for EE so that it is relevant for the development of skills that are in demand of the labour market.

7.3. Conclusion

This study proposes a new framework that may introduce or implement a change of the curriculum which attempted several unsuccessful reforms prior this one. As teachers are the key implementers of change, they must look at whether the policy that they are about to adopt, wholly suits their country or not. Starting with higher learning where the key implementers are initially trained, there need to be an affective training focused on the student-teachers. This is another way of developing teacher identity, making teachers competent (with skills and knowledge), have full time practice teaching before entering the classroom. The teaching methods they will need have been discussed here so that teachers may achieve the goals of policy.

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APPENDIX A

THE KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING
MASERU DISTRICT EDUCATION OFFICE
P.O. BOX 47. MASERU 100.
28810000/1 / 22 322 755

21/03/2018

The Principal

Maseru 100

Dear Sir/Madam

RE: RESEARCH

**“Business education teachers; practices in preparing learners
for the world for the world of work: a case of Lesotho
secondary schools”**

Mrs. ‘Mamosa Thaanyane is a student who is conducting a research on the above stated topic. She therefore wishes to carry out a research at Lesotho Secondary Schools.

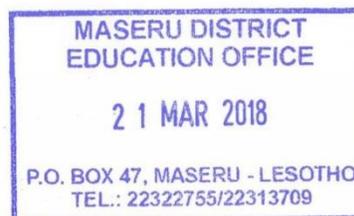
You are kindly requested to provide her with the information that she may require.

Thanking you in advance for your usual support.

Yours Faithfully



LEPEKOLA RALIBAKHA (MR)
DISTRICT EDUCATION MANAGER - MASERU



APPENDIX B

INDIVIDUAL INTERVIEW SCHEDULE

A. What is the scope and nature of Business education as prescribed curricula for Lesotho secondary schools in relation to the job market?

1. To what extent do you understand the Business education curriculum?
2. Is the spiraling or sequencing of Business education curriculum of any help to you when teaching?
3. Does content of Business education coverable within the prescribed period?
Why?
4. How many periods do you allocate for practical and how many for theory per week?
5. To what extent does this subject relates to the world outsidesschool?

B. What are the teaching methods and strategies Business education teachers employ mostly in teaching the subject and why?

1. Which teaching methods are recommended for the teaching of Business education in Lesotho?
2. Which learner-centred methods are mostly appropriate in developing skills in learners?
3. Which ones do you mostly apply? And why?
4. What role does a learner play in these approaches?
5. What is the role of the teacher? What role do you play?
6. What strategies do you use in your classrooms? i.e do you use code-switching; Using other subjects in your teaching; group-work; use of incentives?
7. Are learners mature enough to carry these projects on their own school? At what level do you think it should start so that it can adequately prepare learners?
8. How is Business education project assessed in your school?

C. What specific challenges do Business education teachers faced when employing teaching methods to teach secondary school learners in Lesotho to prepare them for the labour market?

1. Are all Business education teachers in this school teachers by profession? If No, explain why do you have them teaching?
2. Do you normally practice team-teaching in some cases to overcome challenges in teaching some concepts?
3. Do you allow other teachers observe you for teacher development purposes especially with the concepts or topics they experience problems?
4. Do other teachers (colleagues) allow or ask you to observe them?
5. Do you have enough teachers allocated to implement the syllabus?
6. In your mind are Business education teachers business-oriented enough to influence it to their learners?
7. Does the school help you with the materials needed to adequately prepare learners?
8. Is time allocated for the subject give it a room for practical experience?
9. Does MOET or whoever responsible oversees that the school projects that they exist in schools?
10. How are you informed if there are any changes in the curriculum? Are you trained to consider those changes?

D. Are Business education teachers adequately trained to employ learner centeredness teaching methods to teach Lesotho secondary learners effectively?

1. Do you find your training and the world of work matching? i.e is what you were trained on is really what you found at work i.e in teaching. Does admissions into Business education programmes have restrictions?
2. Did you get thorough orientation on the curriculum and its goals at your training before implementing it?

3. What activities do you engage your students in that facilitate learner-centred methods?
4. What challenges do you have in introducing it to learners with no prior knowledge of the subject?

APPENDIX C

Observation Checklist

Teacher's name : _____

Teaching subject: _____

Date: _____

Class: _____

Circle the appropriate number that best corresponds to each of the statement on the following scale:

1=Not observed 2=More emphasis recommended 3=Accomplished very well

Organization

Presented overview of lesson.	1	2	3
Paced lesson appropriately.	1	2	3
Presented topics in logical sequence.	1	2	3
Related today's lesson to previous/future lessons.	1	2	3
Summarized major points of the lesson.	1	2	3

Presentation

Explained major/minor points with clarity.	1	2	3
Defined unfamiliar terms, concepts, and principles.	1	2	3
Used good examples to clarify points.	1	2	3
Varied explanations for complex or difficult material.	1	2	3
Emphasized important points.	1	2	3
Integrates materials from "real world".	1	2	3

Interaction

Actively encouraged student participation.	1	2	3
Asked questions to monitor learner understanding.	1	2	3
Waited sufficient time for learners to answer questions.	1	2	3
Responded appropriately to learner questions.	1	2	3
Restated questions and answers when necessary.	1	2	3
Demonstrates respect for diversity.	1	2	3

Content Knowledge and Relevance

Presented material at an appropriate level for students.	1	2	3
Presented material appropriate to the purpose of the course.	1	2	3
Demonstrated command of the subject matter.	1	2	3

Summary Comments:

APPENDIX D

TEACHER'S CONSENT FORM

**Business education teachers' practices in preparing learners for the world of work:
a case of Lesotho secondary school**

This form part of my doctoral research entitled: **Entrepreneurship Education teachers' practices in preparing learners for the world of work: a case of Lesotho secondary school** for the degree DEd at the University of South Africa. You have been selected by a mixed purposive *sampling* strategy from the population of six hundred teachers. Hence, I invite you to take part in this study. The aim of this study is to investigate the effectiveness of Business education teacher's practices in preparing learners for the world of work.

You are kindly requested to submit your lesson plan for the forty minute period you will take in class. No foreseeable risks are associated with the completion of this form because it is for research purposes only. Your participation in this study is voluntary and you have the right to omit any question if so desired, or to withdraw from this study without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request. Permission to undertake this study has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: +26658709464 e-mail:

55777589@mylife.unisa.ac.za and my supervisor can be reached at **+27835445217** Department of **Department of Curriculum and Instructional Studies**, College of Education, UNISA, e-mail: vwymm@unisa.ac.za.

Iunderstand the purpose of the study hence allow the research to use these documents for this period I will be in class teaching.

Participant's signature
(PRINT) :

Date: 20th July 2018

Researcher: signature M.
Thaanyane

Date: 20th July 2018

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/07/18

Ref: **2018/07/18/55777589/46/MC**

Name: Mrs ME Thaanyane

Student: 55777589

Dear Mrs Thaanyane

Decision: Ethics Approval from
2018/07/18 to 2023/07/18

Researcher(s): Name: Mrs ME Thaanyane
E-mail address: 55777589@mylife.unisa.ac.za
Telephone: +26 65 870 9464

Supervisor(s): Name: Prof MM van Wyk
E-mail address: wykmm@unisa.ac.za
Telephone: +27 12 429 4033

Title of research:

**Business education teachers' practices in preparing learners for the world of work:
a case of Lesotho secondary schools**

Qualification: D.Ed. in Curriculum and Instructional Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/07/18 to 2023/07/18.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2018/07/18 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures

The National University of Lesotho
Department of English

Prof. Francina L. Moloji
PO Roma 180
Lesotho
Africa



cell: +26658460369
E-mail: moloifrancina@gmail.com

29 May 2021

Professor MM van Wyk
Department of Curriculum Studies
College of Education
University of South Africa
Pretoria
RSA

Dear Professor van Wyk,

Re: Editing of Mamosa Thaanyane's Doctor of Education Thesis

I hereby confirm that I have edited **Mamosa Thaanyane's** Doctor of Education thesis titled:

**Entrepreneurship Education Teachers' Practice in preparing the learners' for
the world of work: the case of Lesotho secondary schools**

Sincerely,



Francina L. Moloji (Professor)

APPENDIX F

QUESTIONNAIRE SCHEDULE

THIS QUESTIONNAIRE IS PREPARED TO GATHER INFORMATION REGARDING TEACHERS' PRACTICES IN BUSINESS EDUCATION CLASSROOM

SECTION A: TEACHERS' BIOGRAPHIC INFORMATION

Please tick (√) against the appropriate answer in this section:

1.1	Gender	Male	
		Female	
1.2	No. of years in teaching profession	0-10 yrs	
		11-20 yrs	
		21-30	
		31+ yrs	
1.3	No. of year teaching Business education	0-10 yrs	
		11-20 yrs	
		21-30 yrs	
		31+ -yrs	
1.4	Highest qualification obtained	Certificate	
		Diploma	
		B.Ed	
		Honours	
		Masters	
1.5	Have you received any training to implement Business education?	Yes	
		No	
1.6	At what level were you trained to implement CAPS Business education?	Diploma	
		B. Ed	
		Honours	
		Masters	
		In a workshop	

SECTION B THE SCOPE AND NATURE OF BUSINESS EDUCATION AS PRESCRIBED CURRICULA FOR LESOTHO SECONDARY SCHOOLS

	To what extent do you agree that the scope and nature of Business education as prescribed curricula prepare learners for the Lesotho job market?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
2.1	The scope and nature of Business education nurtures the creative abilities of learners that the job market is required	5	4	3	2	1
2.2	The content of Business education combines both practical and theoretical parts to prepare learners for world of work	5	4	3	2	1
2.3	The timetable makes provision for periods for discussion of careers for the job market and time allocated for it per week is adequate	5	4	3	2	1
2.4	The objectives of syllabus for Business education stated the type of skills to be taught and developed	5	4	3	2	1
2.5	The specific activities are done in class to help learners in the acquisition of knowledge, skills and attitudes for the job market	5	4	3	2	1
2.6	The scope of Business education makes the spiralling of the syllabus practical for enhancing learners' entrepreneurial skills	5	4	3	2	1
2.7	The scope and nature of the business education does shape learners attitudes for future career paths	5	4	3	2	1
2.8	The prescribed activities in the subject for learners to be completed are enabling them to handle business affairs	5	4	3	2	1
2.9	The scope and nature of Business education does relate to the world outside school	5	4	3	2	1
2.10	The scope and nature of the subject enhances learners' high order thinking skills, critical thinking skills and self-directed learning skills for challenges of the job market.	5	4	3	2	1
2.11	The scope and nature of the subject prepares learners' with the needed 21 st century skills such as communicative skills, problem solving	5	4	3	2	1

skills, ICT skills, and digital literacy skills						
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SECTION C: TEACHING METHODS AND STRATEGIES BUSINESS EDUCATION TEACHERS EMPLOY MOSTLY IN TEACHING THE SUBJECT

	How regularly do you use the different teaching methods and strategies in your teaching of the subject?	VF	F	O	R	N	M	SD	
3.1	Small group work method	5	4	3	2	1			
3.2	Role play and simulations	5	4	3	2	1			
3.3	Lecture method	5	4	3	2	1			
3.4	Think-pair-share strategy	5	4	3	2	1			
3.5	Cooperative learning method	5	4	3	2	1			
3.6	Jigsaw technique	5	4	3	2	1			
3.7	Group work method	5	4	3	2	1			
3.8	Textbook method	5	4	3	2	1			
3.9	Class discussion method	5	4	3	2	1			
3.10	Student teams achievement divisions (STAD)	5	4	3	2	1			
3.11	Teams-games-tournaments (TGT)	5	4	3	2	1			
3.12	Direct instruction method	5	4	3	2	1			
3.13	Case study method	5	4	3	2	1			
3.14	Flipped class method	5	4	3	2	1			

3.15	Numbered head strategy	5	4	3	2	1			
3.16	Project method	5	4	3	2	1			
3.17	Problem –solving method	5	4	3	2	1			
3.18	Brain storming strategy	5	4	3	2	1			
3.19	Mind-mapping strategy	5	4	3	2	1			
3.20	Research method	5	4	3	2	1			
3.21	Question-and-answer method	5	4	3	2	1			
3.22	Business cartoon strategy	5	4	3	2	1			
3.23	Teaching large class method	5	4	3	2	1			



SECTION D: ABILITY AND EFFECTIVE USE OF LEARNER-CENTRED METHODS

	To what extent do you agree or disagree regarding the statements below?	SA	A	U	D	SD			
4.1	I use mind mapping as visual display of ideas connecting to main concept during teaching.	5	4	3	2	1			
4.2	I employ the brainstorming strategy for a learner-centred approach to think and create new ideas and to solve a problem by working individually or in groups.	5	4	3	2	1			
4.3	I establish a basic set of rules for my class when this method	5	4	3	2	1			

	before I start teaching								
4.4	I set clear lesson specific expectations what the learners must do in the class regarding tasks and assignments.	5	4	3	2	1			
4.5	I reflect from time to time on method before during and after my class.	5	4	3	2	1			
4.6	I let my learners take a more active and participative role in their learning when this method is applied.	5	4	3	2	1			
4.7	I plan more class time for learners to be involved, sharing, collaboration and cooperation to achieve lesson objectives.	5	4	3	2	1			
4.8	I create challenging learning opportunities for learners and provide support to them in other opportunities to go beyond what they learn	5	4	3	2	1			
4.9	I use this method to improve learners' motivation to study the content, and increases enjoyment of learning experience.	5	4	3	2	1			
4.10	I assess learners mastery of material presented to them	5	4	3	2	1			

SECTION E: ABILITY AND EFFECTIVE USE OF LEARNER-CENTRED METHODS

	To what extent do you agree or disagree regarding the statements below?	SA	A	U	D	SD	
5.1	I am able to use content to build entrepreneurial	5	4	3	2	1	

	skills in learners						
5.2	I foster a class environment for learning using learner-centred methods	5	4	3	2	1	
5.3	I do use learner-centred methods that allow learners to assess themselves	5	4	3	2	1	
5.4	I believe that these methods allow to empower to shift from teacher to a learner in class	5	4	3	2	1	
5.5	I agree that these methods allow learners to take responsibility of their learning	5	4	3	2	1	
5.6	I am a teacher in facilitating by using learner-centred methods during my teaching	5	4	3	2	1	
5.7	I relates what is taught to real-life situations in the subject	5	4	3	2	1	
5.8	I give learners ample time to share their responses stating relevant situations in my class	5	4	3	2	1	
5.9	I give local examples to relate subject to the world outside school	5	4	3	2	1	
5.10	I allow learners to reflect on their own experiences	5	4	3	2	1	
5.11	I establish the level of the learners' knowledge and understanding	5	4	3	2	1	
5.12	I am able to align teaching methods to assessment easily	5	4	3	2	1	

SECTION F: SELECTING APPROPRIATE TEACHING PRINCIPLES FOR BUSINESS EDUCATION LESSONS

	To what extent do you agree or disagree with the below, selecting appropriate teaching principles for Business education lessons?	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
6.1	Learner centeredness principle focuses on the learner in the teaching and learning environment.	5	4	3	2	1
6.2	Critical thinking as a principle is to analyse and evaluate an issue in order to make an informed judgement in the process.	5	4	3	2	1
6.3	It enhances creativity as a means in creating a thinking process whereby a new or original idea is create or invented or an existing product is modified.	5	4	3	2	1
6.4	Assessment for learning and assessment of learning are principles relating to summative (grades and marks) and formative (developmental feedback) reporting on the performance of learners in the classroom.	5	4	3	2	1
6.5	Clear focus of intended objectives-subject specific content in each grade as prescribed by the curriculum	5	4	3	2	1
6.6	The application of problem-based learning principle compels learners to conceptualize, apply, analyse, synthesise, and evaluate information to reach a conclusion.	5	4	3	2	1
6.7	The remedial principle of teaching is where education is intended as a remedy for slow learners and means to rectify or make good	5	4	3	2	1
6.8	The progression principle is where the curriculum in the lower grades must show progression from the basic/simple to more complexes in grade 10 to 12.	5	4	3	2	1
6.9	Allow learners to observe their own progress by giving them ownership over their learning	5	4	3	2	1
6.10	Integrate formative and constructive	5	4	3	2	1

	feedback					
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SECTION G
DO BUSINESS EDUCATION TEACHERS FACE WHEN EMPLOYING TEACHING METHODS TO
TEACH SECONDARY SCHOOL LEARNERS

The following are factors associated with the ineffective use of learner-centred methods

Factor	Strongly agree	Agree	Strongly disagree	Disagree
Teacher educational attainment (cert/degree)	4	3	2	1
Teacher professional development (workshops/short courses)	4	3	2	1
Teacher's experience	4	3	2	1
Classroom facilities and materials	4	3	2	1
Poor education system and poor coordination among stakeholders	4	3	2	1
Teacher capacity (knowledge and skills)	4	3	2	1
Student background	4	3	2	1
School characteristics (result-oriented)	4	3	2	1

APPENDIX G

TEACHER TRAINER'S CONSENT FORM

Title: Entrepreneurship Education teachers' practices in preparing learners for the world of work: a case of Lesotho secondary school

Dear Participant

This form part of my doctoral research entitled: **Entrepreneurship Education teachers' practices in preparing learners for the world of work: a case of Lesotho secondary school** for the degree DEd at the University of South Africa. You have been selected by a mixed purposive *sampling* strategy from the population of six hundred teachers. Hence, I invite you to take part in this study. The aim of this study is to investigate the effectiveness of Business education teacher's practices in preparing learners for the world of work.

You are kindly requested to submit your lesson plan for the forty minute period you will take in class. No foreseeable risks are associated with the completion of this form because it is for research purposes only. Your participation in this study is voluntary and you have the right to omit any question if so desired, or to withdraw from this study without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this study has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: +26658709464 e-mail: 55777589@mylife.unisa.ac.za and my supervisor can be reached at +27835445217 Department of Curriculum and Instructional Studies, College of Education, UNISA, e-mail: vwymm@unisa.ac.za.

Iunderstand the purpose of the study hence allow the research to use these documents for this period I will be in class teaching.

Participant's signature (PRINT) :

Date: 20thJuly 2018

Researcher: signature M. Thaanyane

Date: 20thJuly 2018