Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers' views.

By

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DECLARATION

I, Itumeleng Juliet Phosisi declare that the work presented in this dissertation is my own except where acknowledged in sections of the text. It has also never been submitted for any other degree that I pursued.

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DEDICATION

I dedicate this work to my parents for going out of their ways to ensure that I get all that I need to attain this degree. I also dedicate it to my two younger brothers, for if they didn't look up to me, I wouldn't have had the spirit to push harder. Lastly this dissertation is dedicated to my daughter Letlotlo,for I really hope that this becomes one of her inspirations in life to strive for whatever that she hopes to achieve.

ABSTRACT

The Ministry of Education and Training in Lesotho (MOET), for the first time since the country attained its independence, published the Curriculum and Assessment Policy in 2009.The initiative was influenced by the challenges brought by the HIV AIDS pandemic, increasing poverty, climate and environmental degradation as well as other needs emanating from globalization. MOET has embarked on the review of the entire primary and secondary education curricula, with the purpose of making education at these levels accessible, relevant, and of efficient and best quality hence the formulation of this new curriculum.

The focus of the literature that the study was aware of was mostly on the challenges that teachers encountered with the implementation of the new curriculum. Narrowing down to the case of Lesotho, the integrated curriculum had recently been implemented and the study conducted by Selepe (2016) mainly focused on the challenges that the teachers encounter with its implementation, while Raselimo and Mahao (2015) assessed the opportunities and the threats that this policy could pose and Ramokoena (n.d) assessed the conflict between policy and practice. It was evident that there were few studies pertaining integrated curriculum in Lesotho and furthermore, a knowledge gap regarding the issue of the learners encountering challenges as the curriculum is implemented was evident.

The study therefore sought to explore the challenges that the learners in six primary schools within the district of Leribe face while this curriculum is being implemented. It additionally intended to find out if there are sufficient relevant resources to help these learners adapt to the new curriculum innovation. The study intended to explore the learners' challenges through their teachers' views because the learners were believed to be too young to provide sufficient information. The qualitative method was considered appropriate to explore these challenges and data was collected using in-depth interviews from 5 grades three and five grades six teachers from five different primary schools. Purposive and convenience sampling were used to locate the sample.

The findings indicated that the learners encounter challenges and most of them were associated with too much content and insufficient time in and the issue of not repeating grades. The findings also showed that there are insufficient resources in all grades to help the learners adapt into this new curriculum. Lastly, the study recommended that there should be a strategic way to encourage learners to gain interest in their schoolwork and put effort towards effective learning. It was also

recommended that the stake holders should look intensively into the issue of insufficient resources that are relevant to the implementation of the policy.

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LIST OF ABBREVIATIONS

ACRC   **-**African Charter on the Rights of Children

AIDS   **-**Acquired Immuno Deficiency Syndrome

C2005   **-**Curriculum 2005

CAP   **-**Curriculum and Assessment Policy

CBE   **-**Content Based Education

CPWA   **-**Child Protection and Welfare Policy

DOE   **-**Department of Education

HIV   **-**Human Immune Virus

LO   **-**Learning Outcome

LSE   **-**Life Skills Education

LSM   **-**Learning Support Material

MDG'S   **-**Millennium Development Goals

MEC   **-**Ministry of Education and Culture

MOET   **-**Ministry Of Education and Training

OBE   **-**Outcomes Based Education

OVC   **-**Orphaned and Vulnerable Children

STIS   **-**Sexually Transmitted Diseases

USA   -United States of America

CHAPTER ONE

INTRODUCTION

1.1 Introduction and Background of the study

According to Motaba (1998), education in Lesotho goes back to as far as before Lesotho was colonized by Britain. This is whereby boys and girls were educated separately to instill traditional values into them. Selepe (2016) states that the change in the education system came about in the 1830's, when the missionaries first came to Lesotho. She continues to show that these missionary schools were more focused on teaching how to read and write. These skills were essential as they would produce interpreters and clerks for the colonial administration. Muzvidziwa and Seotsanyana (2002) additionally state that the pre-colonial Sesotho education was informed and was primarily the responsibility of the elders, the traditional healers as well as the local leaders. They show that this system evolved around initiation schools which were taken as informal institutions where learning occurred. Boys and girls learnt about their cultures, duties and clans separately (Muzvidziwa & Seotsanyana 2002).

After colonization in the 19th Century, formal education that was brought by the missionaries replaced the pre-colonial Sesotho Education. Thus, the term formal education referred to the colonial education. The initial focus of this colonial education among others was the study of the Bible, spiritual values and participation in the Christian communities. The adoption of the European clothing, lifestyle as well as habits also happened during this era (Muzvidziwa &Seotsanyana 2002). Muzvidziwa and Seotsanyana continue to show that due to the increased demand for literacy, more schools were established throughout the country. The increase in the number of schools led to the increasing demand of teachers hence the introduction of the first training in institution in Morija, which was also introduced by the missionaries and named the Morija Training College.

In 1909, a central board of advice was established, involving a director of education as well as the government representatives to restructure the education system. The formulation of the education act, which defined the role of churches and the government, in the schools and management policy

followed. Afterwards, the central and district advisory committee was established to provide the education policy for the chiefs, governments and the churches. Furthermore, uniform syllabus and a strategy for school reviews were also established , hence the coming up of an average school examination. The obtained qualifications would be used to acquire employment (Muzvidziwa & Seotsanyana 2002).

According to Muzvidziwa & Seotsanyana (2002), oftentimes, the subjects and curricula content that was taught in Lesotho schools was aligned with the lines of the Cape Province of South Africa. However, by 1953, Lesotho came up with its own education system, independent from the South African one. Moreover, Muzvidziwa and Seotsanyana (2002) show that the Lesotho education system has since remained in the hands of the church administrators and limited structural changes had been introduced since independence.

According to Raselimo & Mahao (2015) several unsuccessful reforms were adopted in the early 1970's in an attempt to make education relevant in addressing the needs of the nation. It is said that eleven years after Lesotho had gotten its independence; public gatherings were established to discuss strategies towards creating a curriculum that caters for the young nation's needs (Raselimo & Mahao 2015). Mosisili (1981), shows that in five months, fifty-one gatherings had occurred throughout the country. The gatherings aimed at relating education planning to general national plans and to inform any successive policy reforms. The Minister of Education had also declared the Education Policy for development to respond to the realized boundaries in the education system that was inherited during colonialism (Mosisili 1981).

After the education for development was established, more policies were introduced. The policies included the "curriculum diversification reform" which was established with the aim to introduce practical subjects like Agriculture, Home Economics and technical subjects (Ministry of Education Sports & Culture 1982). The aim of this reform was to obtain goals of self-reliance through education with production. Development studies is another subject that was established with the intention to link practical subjects and traditional academic subjects due to its practical component (Moet 1993).

The other reform is called "Core Curriculum reform", which was aimed to enhance competence in the organizations of secondary and high schools by restructuring the curriculum into six subjects with English, Mathematics and Science taking priority as core subjects and were allocated more

time in a week at secondary and high schools (Ministry of Education, Sports & Culture 1984). English continued to acquire an advanced status as a medium of instruction and a passing subject for all examination. According to the Ministry of Education and Training (1993), not much was achieved in 1993 by this reform. According to Ministry of Education, Sports & Culture (1982), in 1961, the "O level localization reform" was established. This was to adopt the Cambridge Overseas Schools Certificate (COSC). In response to the localization reform, other subjects in syllabus such as geography and science were established and put on trial and remained on trial until 1999 when they were replaced due to unsatisfactory administration of curriculum activities and other factors (Nketeke 2001; Raselimo 1996).

According to Mahao & Raselimo (2015), in as much as the reform was implemented to respond to the localization reform, there had been a concern that the curriculum had not changed and that examinations were still set in Cambridge even though the initial intention was to acquire full localization. It must also be noted that this issue was debated for more than a decade and Lesotho only ratified the reform in 2012 with the aim of making examinations relevant to the Lesotho context (Mahao&Raselimo 2015). The tension between policy intentions and their implementations has been a common problem in all the reforms and this led to the establishment of the new curriculum reform which was implemented in 2013.

According to Selepe (2016), in 2009, for the first time since Lesotho achieved independence, the Ministry of Education and Training (Moet) published the Curriculum and Assessment Policy (CAP). The curriculum reform was imposed by challenges brought by the HIV/AIDS pandemic and other communicable diseases, increasing poverty, climatic and environmental degradation and other needs resulting from globalization (Moet, 2009). Additionally, Moet (2008) states that the Ministry of Education and Training has embarked on the review of the entire primary and secondary education curricula with the purpose of making education at these levels accessible, relevant, and efficient and of the best quality. In that respect, the ministry developed the Curriculum and Assessment Policy which is to guide the transformation of teaching and learning as well as assessment at these levels.

The policy specifies that school life should be combined with community life and learners' everyday experiences to make the curriculum more relevant. The intention of the curriculum that

is to fight and meet the previously mentioned challenges is apparent in the orientation of practical life challenges with school learning (Moet, 2009). Furthermore, Moet (2008), shows that distinct from the past where traditional school subjects were used as organizing elements to achieve curriculum integration, the framework uses curriculum aspects and learning areas which are compared to identity competencies to be promoted in different contexts.

Curriculum aspects highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of the society. Learning areas indicate a body of knowledge necessary to equip the learners with competencies necessary to address these life challenges. The policy further advocates that integrated and learner centered approaches to teaching and learning will be used in the implementation of curriculum in schools. This new curriculum is now in place in Lesotho as its implementation started in 2013 at primary schools while simultaneously the old one is being phased out (Selepe 2016).

Additionally, there are three forms of integrated curriculum, namely: interdisciplinary, transdisciplinary and the multidisciplinary forms. The multidisciplinary approach is described to be additive instead of being integrative. In this approach, the disciplinary areas are not changed but rather compared (Michigan Department of education 2014). Burn and Drake (2014) see this approach to entail subject disciplines designed around a certain unit theme. With this approach, teachers plan the curriculum around the theme, but each discipline looks at it from a different view (Jacobson 2010). According to Burn and Drake (2014), the discipline content is emphasized, and the theme is normally the shared aims across disciplines. It is also stated that teachers who use a multidisciplinary approach plan the work around the selected theme, but they still take the theme from the view of the subject area (Brazee and Capelluti 1995), additionally, the teachers decide on the choice of the theme and the delivery of the content is what encourages learners' interests.

The transdisciplinary approach of learning is said to have come into existence in the late 1980's because of the growing concern for the economic and social progress as well as the environment and usage of the natural resources (Marinova and McGarth 2004).While Gardner (1995) defines the term "transdisciplinary" as a being of or transfer of information or skills or knowledge across the boundaries of the disciplines, Marinova and Mc Garth (2004) show that the transdisciplinary approach replicates a worldview that is not narrowed to the classroom walls instead goes across all areas of human activities. According to Jacobson (2010), this means that learners and teachers

reflect on the reasons for their life on earth and feelings related with knowing their place within the wider society.

Furthermore, there is no literature that the study is aware of, which specifies the form of Integrated Curriculum that Lesotho has adapted to. However, from the read literature on the general forms of this curriculum, it is concluded that Lesotho has adapted to the Interdisciplinary form. This form is defined as the coming together of teachers and learners to evaluate differences in disciplinary methods to a problem to work towards a new combination ending up in a new more comprehensive view than what is allowed by the idea of individual fields (Michigan Department of education 2014). It is further described by Burns and Drake (2014) as having common learning areas across discipline areas. The Interdisciplinary approach is said to involve major disciplines such as English, Mathematics and Science. It is whereby these areas are organized such that learners can use "overlapping skills" to discover commonalities within the unit concepts (Forgaty 1995).

With this form, Gardener (1995) believes that the transdisciplinary approach of learning allows teachers to communicate and work together on unit planning while the implementation and assessment are based on discipline (Jacobson 2010). This approach is characterized with a focus on the concepts and skills across the disciplines. And the assessment is based on the mutual concepts and skills across the disciplines. The conclusion is influenced by the fact that Moet (2009) also shows that the traditional subjects have been grouped into areas of learning, focusing on connections between them.

1.2 The problem statement

The literature on that the study is aware of focuses mostly on the challenges that the teachers encounter with the implementation of the new curriculum. Narrowing down to the case of Lesotho, the integrated curriculum has recently been implemented and the study conducted by Selepe (2016) mainly focused on the challenges that the teachers encounter with its implementation, while Raselimo and Mahao (2015) assessed the opportunities and the threats that this policy could pose and Ramokoena (n.d) assessed the conflict between policy and practice. It is evident that there are few studies pertaining integrated curriculum in Lesotho and furthermore, a knowledge gap regarding the issue of the learners encountering challenges as the curriculum is implemented is evident.

Following these studies, most of them raise the fact that there are challenges regarding the implementation of this policy. Firstly, Selepe's study showed that the teachers do encounter challenges and some still do not understand how to implement this curriculum. Raselimo and Mahao suggested that the implementation of this policy might be constrained by the shortage of resources. In addition to this, it is evident that Lesotho is a developing country, which implies that the state could possibly be unable to provide the required resources to all the schools, additionally, according to (Innovation Africa,2012), the former Minister of Education and Training, Honorable Makabelo Mosothoane, in her report mentioned that, among other challenges, there is a high cost of the curriculum implementation while the other challenge is that of teachers' professional development program. A way forward was also mentioned in this report regarding the already stated challenges. She (Honorable Makabelo) showed that "*funding for curriculum development implementation would be requested*" and that the teachers' development program would be embarked on. These were stated in 2012, before the implementation was carried out. However, no report that the study is aware of has shown whether the request was successful. This therefore, still influences the understanding that there possibly are insufficient resources to assist learners with their adaptation. Moreover, regarding the teachers' development program that was to be embarked, one of the recent findings of Selepe's study (2016) was that the teachers did not receive sufficient training. This also adds to the interest to find out if there are sufficient resources to assist learners adapt into this implementation.

Having contemplated on these, the researcher concluded that the challenges that the teachers encounter as well as the insufficiency in resources are likely to affect the learning progress of the learners hence the study sought to explore the challenges that the learners encounter as they adapt to this new curriculum as well as to determine whether there are sufficient relevant resources to help in the adaptation. It is also noteworthy that, the learners are understood to be the targets to prove whether the implementation was successful or not, through their performance outcomes.

1.3 The study rationale

After exploring thoroughly on the phenomenon under study through other writings, there were no empirical studies found on the challenges that the learners encounter. This is in both Lesotho and other countries. This study therefore attempted to raise awareness about the possible challenges that the learners may have or may be encountering due to this implementation. The study further made contribution to Policy by raising awareness to the policy makers about whether the policy is

conducive to the learning progress and make recommendations on areas of the policy that could be amended.

Since most studies pertaining integrated curriculum focused mainly on the challenges that the teachers encountered, the study therefore contributed to the academic knowledge by proving that not only teachers are prone to challenges caused by curriculum implementation. It will inspire future researchers in this field to look further into whether this policy implementation is beneficial to the Lesotho education and whether its implementation is successful.

To the education society, the study will first show the importance of the involvement of the parents and guardians in the learning process of the learners. It will bring to light, the insights of the challenges that the learners encounter and the areas of difficulty, so that suitable assistance can be given to make learning more progressive. The study will lastly make recommendations that may contribute towards curbing some of the difficulties encountered with the adaptation to this policy.

In conclusion, this study hopes to bring to light the challenges that the learners encounter as this implementation continues. It also seeks to appeal to the relevant stake holders to make relevant resources available to make the new method of learning progressive and effective to the learners.

1.4 Research questions

This integrated curriculum is a newly established method of teaching in Lesotho and it became interesting to find out if there are challenges that learners encounter regarding this innovation. The intention of this study is therefore to establish the teachers' views on the challenges encountered by the learners regarding this implementation.

To achieve these objectives, the following shall be inquired:

1. What challenges do learners encounter?

2. What are the basic causes of the learners' challenges?

3.Is it still possible to conduct an individual learner assessment?

4. How has the implementation affected the learners' performances?

5. Are there any strategies adopted to help learners adapt to the new curriculum?

6. Are there sufficient resources to assist the learners?

1.5 Objectives of the study

a) To find out the challenges that the learners encounter regarding the implementation of the curriculum policy.

b) To determine the basic causes of these challenges.

c) To find out if individual learner assessment is possible.

d) To explore the effects of the policy implementation on the pass rates.

e) To determine the sufficiency in the available resources to assist learners.

f) To find out if there are any strategies that have been adopted to help learners cope with the new curriculum.

1.6 Operational definition of key concepts

Integrated Curriculum Shoemaker (1989) defines Integrated curriculum as education that is organized in a way that goes through subject matter lines, bringing different characteristics of the curriculum together into association, to focus on broad areas of study. Integrated curriculum views learning and teaching in a holistic way and reflects the real world which is interactive. Similarly, the Lesotho Curriculum and Assessment Policy defines it as a complete view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the classified subject-based form of instruction (Moet, 2009, p.15).

While many other researchers view or define this term differently due to its ambiguity, Venville, Wallace, Rennie, and Malone (2000), discuss integrated curriculum as the learning of bridges between the different discipline areas so that students are better able to apply their knowledge in different situations. This study however, adopted the definition from the Lesotho Curriculum and Assessment Policy. This definition fits better to the study because it views it in terms personal and social development of the learner for survival strategies. It interrelates with the study because the study is interested in the challenges that the learners encounter, which therefore enables the study to assess if the definition and the challenges (that will be known from the findings) still lead to the expected product, that is the survival of the learner as well as economic development of the nation.

Learner: Collins Dictionary defines a learner as someone who is learning about a subject or how to do something. The Lesotho Education Act (2010) defines a learner as a person enrolled in a school to receive full time teaching. The study adopted the Lesotho Education Act's definition because it somehow summarizes both definitions. This definition was important to the study because the study was looking into the challenges that people who are enrolled in primary schools to be taught through the integrated curriculum encounter as they adapt to the curriculum.

Teacher: A person whose job is to impart knowledge or to instruct someone as to how to do something (Oxford Dictionary). The definition of this term according the study is that, it is employed to teach learners through the newly implemented curriculum. This person is assumed to spend most time with the learners as they interact on daily basis, hence this definition became important to the study.

Challenge: Is defined a**s s**omething that is innovative and problematic which entails more effort and determination (Collins Dictionary)**.** The Cambridge Dictionary additionally defines it as something that needs great mental or physical effort to be done successfully and therefore tests a person's ability. The study however defines a challenge as the difficulty that the learners encounter with learning through the new curriculum. It opted for this definition because it is looking into the impediments or the obstacles that the learners encounter with adopting into the new curriculum.

1.8 Outline of chapters
Chapter 1: Introduction

This chapter discussed a background on Lesotho's previous curriculums as well as an introduction to the current one. It also covered the study objectives, research questions, and the rationale of the study.

Chapter 2: Literature review

This chapter explored literature on Integrated Curriculum, it further investigated broader debates around Integrated Curriculum. It additionally reviewed literature on Integrated Curriculum in other countries and finally analyzed policy and the Lesotho Integrated Curriculum as well as the sociological perspective on Integrated Curriculum.

Chapter 3: Theoretical Framework

This chapter looked at theories that helped assess and understand Integrated Curriculum.

Chapter 4: Research Methodology and Methods:

This chapter discussed the relevant research approach and design that were considered when exploring the challenges of integration for learners. It also looked at the sampling designs that helped to select the study population, described the location of the study and discussed in detail the procedures that were undertaken when analyzing data that was collected. It finally discussed the ethics that were considered while conducting the study.

Chapter 5: Research Findings and interpretations

The findings were presented in this chapter and the participants' responses were illustrated**.**

Chapter 6: Discussion of findings

The chapter reflected the findings from the previous chapter and then compared them with the literature and then gave a viewpoint or discussed the findings.

Chapter 7: Limitations, Recommendations and Conclusions

This is whereby the researcher presented the limitations of the study, gave recommendations in line with the findings and then came up with a conclusion regarding the findings of the study. Appendices of interview guide, informed consent form, gate keepers' letter, ethical clearance and the references of the study were attached.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Integrated curriculum is a broad phenomenon and different researchers and teachers described it differently. Regardless of the good intentions of this innovation in Lesotho, exploring about the similar innovation elsewhere was imperative. This chapter therefore briefly looked into the concept of integration, then reviewed the benefits and disadvantages of integrating curriculum and then explored literature on what integrated curriculum is. It further investigated broader debates around integrated curriculum. Additionally, it reviewed literature on integrated curriculum in developed countries as well as developing countries with specific focus on the Sub Saharan Africa. The chapter also explored the implementation of this curriculum, the challenges encountered with curriculum implementation and additionally viewed the assessment as envisaged by the policy. It finally looked into policy and the Lesotho integrated curriculum and finally discussed the perspective of Sociology on integrated curriculum.

2.1 The concept of integration

According to Fan (2004), the term "integration" refers to putting two different cultures together, based on affirmative moral concepts. It is further shown that for these cultures to be "integrated", they must know and understand each other. Moreover, according to this description, the concept of integration in education highlights methods that focus on observing a learner as a whole person. It is said that integration in education does not only focus on giving learners knowledge but also enables them to interpret the knowledge into wisdom. With integration in education, Fan (2004) says that there is no separation between school and society.

Adamu (2003) further showed that curriculum integration is not just an organizational device requiring cosmetic changes or rearrangements in lesson plans across different subject areas. It is rather a way of thinking about what schools are for, about the sources of curriculum and about the uses of knowledge (Adamu 2003). Adamu additionally showed that curriculum integration begins with the idea that the sources of curriculum ought to be problems, issues and concerns presented by life itself.

Lastly Kysilka (1998) showed that the attention to integration is growing exponentially and with such growth, comes confusion, concern and uncertainty over what integration is exactly and how schools ought to go about with implementing such ideas. Drawing from the above definitions it is clear that integration seems to mean whatever that a person decides it means as long as there is "connection" between learning areas.

2.2 Benefits of integrating curriculum

According to Vanni (2008), research has shown that integrating curriculum is important as it impacts learners' test scores and content area grades. Additionally, Beane (2003), showed that Integrated Curriculum is stricter than the traditional curriculum, but the applicability of the Integrated Curriculum to the learners' lives generates an impressive display of student learning and engagement in their studies as well as interest in the world around them. It is further shown that the use of Integrated Curriculum challenges the learners to think and learn in a manner in which is not possible with the implementation of traditional curriculum.

Lake (2001), showed that, Integrated Curriculum helps learners to apply their skills in the real world and also helps them salvage information faster because of their more intensive understanding and knowledge. Furthermore, Kushman 2001 (cited in Vanni) reported that learner engagement and learning increases when educators engage learners in projects that require knowledge and skills across numerous learning areas. Kushman further reported that Integrated Curriculum becomes beneficial to the learners when teachers assign tasks that are comparable to those that the learners will find in the work place in future years and to also pick real world problems and show how academic skills are applied so as to solve such issues.

Moreover, integration within Primary Schools is considered to be more easily achieved because of the more open and flexible structure of the school day and the role of one individual teaching the core content of the curriculum (Hudson 2012). Lastly, Long et al (2010), additionally showed that the continuity and familiarization with content and classroom enable primary school teachers to integrate rich learning tasks and reduce repetition more concisely.

2.3 Disadvantages of integrating curriculum

According to Long et al (2010), regardless of how much integration is supported as a way to develop the needs of learners, integration practice is still comparatively meagre. It was mentioned that this is because, foremost conditions like timetables, school environments and recruitment constrains the effective implementation of integration and support learning in a discipline focused structure.

Weilbeicher (2000)'s study of five teachers' experience with integration showed that the deficiencies of integrating curriculum. The study showed that Integrated Curriculum is labor intensive in nature and it comes with doubts about learner opportunities to master discipline content and civism amongst parents and other staff about the academic quality of the Integrated Curriculum. Lastly, Venville et al (2003), showed that a substantial concern is the academic quality of the Integrated Curriculum as there are few studies that can make a dependable claim of academic progression for students. While Applebee et al (2007), concluded that integrating the curriculum is neither a problem nor a solution in attempts to increase student achievement.

2.4 Broader debates around integrated curriculum

Integrated curriculum is defined as education that is organized in a manner that cuts across subject matter lines, drawing together various aspects of the curriculum into meaningful association to focus on broad areas of study. Integrated curriculum views learning and teaching in a holistic way and reflects the real world which is interactive (Shoemaker, 1989). The Curriculum and Assessment Policy of Lesotho further defines it as a holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the classified subject-based form of instruction (Moet, 2009, p.15).

Although integrated curriculum is a frequently used term, there is a great deal of vagueness concerning how the concept is used both by researchers and classroom teachers. In the process of trying to understand how integrated curriculum is referenced in research, the researcher realized an important distinction regarding the definition of integrated curriculum: is integrated curriculum discussed as a result in and of it or is it discussed as an approach to instruction? These two ontological questions will be examined in turn below.

2.4.1 Integrated Curriculum as a result

Numerous researchers debated the value of integrated ways of knowing or thinking about the world; for these researchers, integration is examined as a result. Relan and Kimpston (1993; 33) discuss integrated curriculum in terms of integrated knowledge, referring to the "knowledge and higher-order thinking skills needed by citizens to understand a complex, interrelated world". Recognizing rapid changes in the amount of knowledge that can be learned, the need for students to understand both global and local concerns, and the importance of ensuring that students are able to apply knowledge learned in the classroom to the realities of life (Relan and Kimpston 1993; 32). Relan and Kimpston describe integrated curriculum as its own way of knowing and understanding the world that moves beyond traditional, discipline-specific knowledge and skills. Viewing integrated knowledge as the concepts and thinking processes needed by students to examine complex issues, issues that connect classroom work to the lives of students. Hargreaves, Earl, Moore, and Manning (2001) argue that the traditional framework of knowledge, organized around disciplines, needs to be rethought. They ask the question, what counts as knowledge? This is a truly important question, but not a new one.

Based on his work as part of the Eight Year Study and the laboratory schools of the late 1930s, Harold Alberty problematized integrated curriculum, viewing it as much more than just the organization of content, but as actual content itself (Alberty & Alberty, 1962). As elaborated by Bullough (1999; 163), "integrated curriculum has to do with what counts as content (e.g., problems, issues, topics, needs) and who determines what counts". This means that if educators, focus on teaching the full scope of subject-specific content, it is then arguable that they would be extremely challenged to also teach students how to connect knowledge from different subject areas. And the time to teach students integrated ways of thinking about the world and solving problems would be limited. On the other hand, if educators choose to spend time on the connections and integrated ways of problem solving, some other more traditional subject-specific curriculum would likely be missed. Alberty recognized that the most difficult of curricular questions is not what to include in the curriculum, but what to exclude from it (cited in Bullough, 1999; 164).

Additionally, researchers, while still viewing integrated curriculum as a result, focus less on integrated curriculum as a form of knowledge and more on integrated curriculum as a specific type

of thinking skill. Drake (2000) focuses on the importance of developing interdisciplinary thinking skills as an end in and of itself. She stresses that students need to learn the skill of connecting—making connections between subject areas so that they can solve real life problems (e.g., grocery shopping, voting in elections, investment banking, etc.). Bintz et al. (2006) also use the term integrated thinking.

Venville, Wallace, Rennie, and Malone (2000), use the term bridging (instead of connecting); they discuss integrated curriculum as the learning of bridges between the different discipline areas so that students are better able to apply their knowledge in different situations. In addition, Johnson (2002) supports the value of teaching integrated thinking skills by arguing that numerous, traditionally identified skills (e.g., graphing, critical thinking, problem solving) are integrated skills meant to be used across different subject areas.

2.4.2 Integrated Curriculum as an approach to instruction

In contrast to discussing Integrated Curriculum as an end result, numerous researchers instead consider Integrated Curriculum as an approach a way to teach already existing curriculum outcomes. For instance, Czerniak (2004) refers to Integrated Curriculum as a way to teach around *common problems.* Similarly, Meier et al (1998) argue that Integrated Curriculum is an opportunity for students to understand the world they live in by examining real world problems that are not bound by subject-specific boundaries. Berlin and Hillen (1994) refer to the Integrated Curriculum as a student-directed form of inquiry. Ross and Hogaboam-Gray (1998) report on Integrated Curriculum as the organization of content around a problem or project. For each of these researchers, the Integrated Curriculum represents a technique, a process or way of organizing instruction.

In contrast, there are numerous researchers who describe an Integrated Curriculum as a range of approaches (rather than a single method). Diem (1996) discusses how Integrated Curriculum may take the form of parallel instruction (teaching related content in different subject areas during the same term) or even blending (using thematic units organized around a central problem or project). Virtue, Wilson, and Ingram (2009) examine the differences between integrative/interdisciplinary (problem or project based) and correlated (links are made between subject areas) instruction, comparing them against a *conventional* model of instruction (distinct subject areas).

In many studies, the range of approaches referred to as Integrated Curriculum is organized along a continuum. This continuum ranges between recognizing a few connections between subject areas (e.g., parallel instruction, multidisciplinary instruction) to having no clearly identified subjects being taught (e.g. problem or project based inquiry). Berlin and Lee (2005) refer to these differences as the *various degrees* of integration. In essence, they represent the degree to which subject areas are mixed together. What is captivating about the different continuums in existence is that, in many cases, they have been created by the same researchers who have also argued for Integrated Curriculum as its own result and as an approach of instruction. This seems to be a contradiction, arguing for integration as curriculum versus creating different models of integrated instruction.

For example, Alberty and Alberty (1962) present five designs or types of instruction. Type one involves no integration or mixing of subject areas; each subject remains distinct and separate. Type two is based on a correlation; while subjects are taught separately, any relationships between subject areas are clearly shared with students. Type three represents a fusion of related subject areas; this often exists in schools today with social studies (a fusion of geography, history, sociology, etc.) as a key example. Type four focuses on a reorganizing of curriculum around common problems or areas of interest; while recognizing that the curriculum (organized into subject areas) must be covered, it is organized around common questions or problems.

Finally, type five is a complete restructuring (as opposed to reorganizing) of curriculum around teacher-student generated questions; these releases teachers from covering the subject-specific curriculum to focus on more local and personal interests needs of the class. It is arguable that type five results in integration as its own curriculum. Interestingly, however, Alberty and Alberty discuss type four as their preference, arguing that type five is unrealistic in any age of accountability in education. Teachers still need to be responsible for the set curriculum; while teachers can alter how they teach, there is much less flexibility regarding what they teach.

More recent models of Integrated Curriculum follow a similar, while more simplified, progression as Alberty and Alberty (1962). Drake (1998) and Drake and Burns (2004) describe a three-step sequence for integrated curriculum moving from integration solely as a mixing of subject areas to a restructuring of the curriculum: multidisciplinary, interdisciplinary, and transdisciplinary. Paralleling Drake's work, Adler and Flihan (1997) propose a categorization similar to Drake's:

correlated, shared, and reconstructed. Empirically, since that time, in collaboration with researchers such as Arthur Applebee, these later categories have been examined in relation to an increasing number of concepts (including the number of connections made among subjects, the number of minutes spent in open discussion, and the degrees of collaboration) between and beyond the disciplines (Applebee et al., 2007).

2.5 Integrated Curriculum in developed countries with specific reference to Australia and New Zealand

According to Neofa (2010), Outcomes Based Education has been adopted internationally as recurring education reform based on a student-centered learning philosophy. In as much as OBE measures students' performances using set exit outcomes, Southall (2003) shows that apart from the school subject content, outcomes are derived from a country's vision of the kind of citizen that the education system should produce. Outcomes Based Education has been implemented in many countries globally, however, some abandoned it.

In Australia, OBE was implemented in the nineties and was driven by a focus on outcomes (Donnelly 2007). Within this curriculum, there occurred an essential change from a teacher and syllabus based approach. However, OBE was not implemented evenly across the country. It is said that some territories and states embraced their own framework, which therefore weakened collective efforts to create a Common National School Curriculum (Neofa 2010). Donnelly (2007), points out that in the past years, OBE has been scrutinized and debated so much that, in response to a substantial opposition from the parents and teachers, the Australian government abandoned most of its Outcomes Based Education System.

In New Zealand, OBE is known as Outcomes Focused Education (OFE), which was adopted in 1990, due to the country's new vision for cultural, economic and social renovation (Neofa 2010). The aim of the New Zealand Curriculum is for teachers to help advance a set of skills in students who in turn expected to apply in their long life endeavours.

A report by Mills and Rutherford (2005) in Neofa (2010) showed that there was an overall contentment with the general nature of the key competencies and support for learning that

reinforces outcomes-based curriculum. It was however noted that there were implications around this curriculum which rose as challenges that the schools were keen to defeat. It was further noted that the New Zealand policy is consistent with the OBE, which is to empower students' learning for life after school (Spady 1994).

Moreover, according to Neofa (2010), Mullis, Martin and Sainsbury repeated national surveys in 2007 and they revealed that the teachers' determination and commitment to interpreting key policies resulted in average scores for New Zealand's mounting meaningfully above the international literacy average. Lastly, up-to-date, the concept of OBE and assessment continues to be principal in primary and secondary schools of New Zealand, Mullis et.al (2007).

2.6 Integrated Curriculum in developing countries with specific focus on Sub Saharan Africa

An Integrated Curriculum which is formerly known as Outcomes Based Education (OBE) in South Africa was introduced due to the crisis that South African education faced post-apartheid (Botha 2002). Among other factors, the crisis was characterized by unequal educational opportunities, irrelevant curricula, high dropout rates and failure and an examination orientation that had a huge emphasis on rote learning (Botha 2002).

Additionally, OBE was introduced because the content-based education was norm-referenced, that is, whereby the achievement of the learner was compared with that of others and brought upon a lot of competition (Department Of Education 1997 and Pretorious 1998). They further show that there was a gap between formal and training for a career and the content-based education emphasized more on academic education, which in return led to the neglecting of the development of skills. The assessment of a learner performance was also in terms of marks which were not always the real reflection of the learner's performance and lastly, the facilitation approach was more teacher-centered than learner-centered which in addition to rote learning resulted into the teacher instructing and the learner memorizing (DOE 1997 and Pretorious 1998).

Following the weaknesses of the OBE mentioned by the Department of Education (DOE 1997), Olivier (1998) suggested that with the OBE, the learner would attain more than just the withholding of knowledge or grasping of skills.It is said that the OBE intended to focus more on the learning process and the final outcome just like on the skills and knowledge(Olivier 1998).In a desk based study that was conducted by Mokhaba (2005),Mokhaba added that ,within the OBE, learners show

what they have learned. This means that OBE's focus was mostly on problem-solving, learning practically as well as the development of skills. According to Zlatos (1993)'s summary on the characteristics of OBE, the characteristics of the Outcomes Based Education could be the model that is capable of addressing forthcoming needs more pleasingly as well as the changes that take place in the work environment as well as implementing technological inventions.

According to Williamson (2000), the implementation was set to take place in grade one in 1998, grade two in 1999 while the remaining grades up to grade seven would take place in 2000. The process is said to have presented obstacles from starters due to financial, human and physical gaps. It seemed that the implementation failed because it was not thoroughly thought through in terms of resourcing, piloting and school workloads. Due to all these, a committee was established to find out what went wrong with the implementation. It was then found out that among other issues, the language used in OBE was intricate and the terminology was also confusing for the teachers. The issue of inadequate training was also brought forth and the trainers or facilitators were reported not to understand the curriculum also (Jansen 1998).

Namibia, like South Africa and other colonial states, had to reform its education in an attempt to redress the past inequalities. This, therefore, led to the implementation of the document titled "learner-centered outcomes". The main aim of this policy was to obliterate racial discrimination in education. It targeted to eradicate being examination driven, retributive discipline as well as memorization immediately (MEC 1993). The learner centered education in Namibia was first implemented through the introduction of life sciences first in 1990. This subject was meant to head the educational reform process as well as the social reform process that was aimed to abolish all the characteristics of the pre independence education and it also was based on concepts of social constructivism or the pedagogical translation of the learner centered education (Nyambe 2015).

The implementation process of Life Sciences in Namibia is said to have been well planned and structured and it additionally was well resourced and supported for a period of 8 years. Nevertheless, it was discovered that learner centered education in Namibia was failing and it was not due to resistance or insufficient resources or ability shortages but due to the main obstacle which like South Africa, was the vague understanding and application of the learner centered education (Chisholm and Leyendecker 2008). Hoadley (2013) in Selepe (2016), shows again that

the implementation of the OBE in South Africa failed because the majority of teachers failed to understand the terminology that came with the OBE and therefore referred everything that they attempted to do as OBE. It was also criticized for the high guideline and the over specification of outcomes which then led into teachers not being able to understand how to implement it, of which Jansen indicates that it is a result of insufficient training.

2.7 Research regarding curriculum integration

Currently, research examines teacher perspectives on curriculum integration, describes implemented integration and discusses student learning. In very few studies are all three of these aspects discussed. Instead, only one or two of these aspects are covered.

2.7.1 Teacher perspectives

Research that shares or discusses individual teacher perceptions of curriculum integration is rare. Instead, most studies detail why the article's authors are interested in researching curriculum integration. These interests are varied as the following examples illustrate: examining the use of technological process as a way to integrate curricula (Johnston, 2005), focusing on the development of an information-processing model through integration (Nuthall, 1999), examining transfer, motivation, and learning focus (Ross & Hogaboam-Gray, 1998), and discussing what counts as meaningful learning in an integrated context (Venville, et al., 2003). Most of research studies that did describe teacher perspectives regarding curriculum integration focused on the notion of relevance. For example, in Czerniak's (2004) study of an integrated unit on wetlands, the teachers said that they wanted to focus on personal and social concerns that interest adolescents and young adults. They wanted to ensure that the content they were teaching in their classrooms was relevant to the students they were teaching; they saw integration as an opportunity to accomplish this goal. Similarly, Weilbacher's (2000) examination of reasons why teachers chose to implement curriculum integration focused on wanting to make learning real to students.

Hargreaves et al. (2001) interviewed 29 teachers (grades 7 and 8) regarding their perspectives and experiences using curriculum integration in subject-specific schools. Participants shared that they chose to integrate curricula to ensure that what they were teaching was meaningful for their students. They focused on relevance in relation to work, to personal development and relationships, and to social and political contexts. In many cases, these teachers involved members of the community linking life inside the classroom to life outside the classroom. However, the

middle school teachers in the Hargreaves et al (2001) study also noted that the strong subject focus in secondary school runs contrary to many seventh- and eighth-grade teachers' efforts to integrate the curriculum and develop cross-curricular skills through it. Drake (2000), when summarizing issues in curriculum integration, noted that elementary school teachers often perceive themselves as teachers who teach kids' while high school teachers perceive that they teach disciplines.

In elementary schools, teachers have more control over their time than high school teachers. Often responsible for teaching a single group of students for the entire year, the elementary school teacher may have designated gym, library, computer lab, and prep times, but the rest of the schedule is quite flexible. If an elementary teacher chooses to teach using themes (e.g., from morning to recess and from lunch to the end of school, teaching a unit on spring that involves language arts, science, and art) rather than subject-specific times (e.g., language arts in the morning, math after recess, and science or social studies after lunch), there are no restrictions. In contrast, high schools are routinely organized around subject areas, with students moving from one teacher to another, changing classrooms while they change subject areas. High schools also work on a semester system, with different subjects and groupings of students changing three to four times in the year. A high school teacher wishing to implement an integrated unit would need to coordinate with other teachers, possibly rearrange timetables, and alter year plans. This added challenge for planning and scheduling are pertinent to this case study.

In other studies, teachers provided a variety of reasons for incorporating curriculum integration in their classrooms. Bintz et al. (2006), for example, discuss results from the observations of 27 grade six students and their teacher as they worked through an integrated unit with students building and testing a rubber-band canon. The teacher chose to be involved in the study to help middle school students (a) think like mathematicians and scientists, (b) develop specific areas of expertise in math and science, and (c) use literature as a tool to learn across the curriculum. In another study, Diem (1996) described how 16 teachers at a secondary school implemented integrated units around key social studies' themes (e.g., civil war). These teachers were specifically interested in trying to increase parental involvement and student literacy in their grade 9 students. In addition, Brodhagen (1998) discussed teacher reasons for implementing integrated curricula and her participants focused on involving students in organizing the curriculum so as to develop a stronger democratic

community. These motivations are consistent with Beane's (1995, 1997, 2005) view of integration as a democratic practice.

Interestingly, in each of the aforementioned studies, teacher perspectives focused on why they chose to implement an integrated unit rather than what they believed integration was. In other words, a discussion of deeper, theoretical questioning seems absent. This brings the research to a discussion of how integrated units are usually planned and implemented.

2.7.2 Implementation of curriculum integration

As noted earlier, Applebee et al. (2007) focused on the categorization of correlated, shared, and restructured curriculum. In their study, Applebee et al. examined 11 interdisciplinary teams in two United States of America (USA) states. Through extended interviews with teachers, administrators, and students, classroom observations, collection of program artifacts…and collection of as much of the written work completed by (6) focal students, Applebee et al. compared the amount of cross-disciplinary activity, individual teacher practices, and classification schemes for curriculum integration. They found a correlation between their classification scheme and both cross-disciplinary activity and teacher practice. For example, there was generally an increase in the amount of student collaborative activity and student-directed questions when comparing correlated, shared, and reconstructed units (with reconstructed units showing the highest levels of student collaboration and student-directed questions).

It is important to note, however, that this increase was affected by individual teachers; regardless of the unit, some teachers used more collaborative activities than others. Similarly, as reported in Adler and Flihan's (1997) review of literature related to curriculum integration, the majority of teachers who chose to utilize integrated units, regardless of categorization, had student-centred, collaborative classrooms that were frequently project and discussion based. There is some additional evidence to support this statement. Several articles in the above review focused on the implementation of thematic units. For example, Czerniak (2004) described a series of activities around a wetlands unit. Each of these activities was implemented separately while using the wetlands as an overall theme. In a further example, Nuthall (1999) described a high school unit on Antarctica, including descriptions of activities and student discussions around an information-processing model. The activities were loosely connected around the common Antarctic theme. Finally, Diem (1996) examined several social studies 'units (e.g., Civil war, holocaust, etc.)

designed to increase student literacy and parental involvement. While these units involved teachers from a number of disciplines, the social studies' skills took precedence throughout the unit it was this content that connected the units, not the activities themselves.

Another popular approach to integration involves project-based units. Typically, under this approach, similar to Applebee et al's (2007) restructured curricula, teachers independently teach each discipline area (teaching the requisite content and skills) and then follow these lessons with independent projects that require students to apply their knowledge and skills. For example, Bintz et al. (2006) had students build a rubber band cannon; Johnston (2005) detailed students building a mousetrap car; and, Venville et al. (2003) described pairs of students building solar-powered boats. Ross and Hogaboam-Gray (1998) discussed seven different application projects, each taking place after disciplinary units had already been completed, investigating what transfer of knowledge (if any) took place.

Some studies did not describe the type of integration used but instead focused on teachers' concerns when implementing integrated units. For example, Flowers et al.'s (2003) review of middle school research in integrated classrooms identified that teachers needed a minimum of 30 minutes common planning time to implement an effectively integrated unit. Flowers et al. also found that the ability of teams to work together on integrated units improved over time. Hargreaves et al. (2001) echoed these findings, adding that, of all the subjects, mathematics was the hardest to integrate given its specialized knowledge (in contrast, English, history, geography, and science were the most frequently integrated subjects). These authors also raised an additional concern about whether students learn as much, or better, through integrated units as opposed to discipline-centred classrooms.

2.7.3 Student learning

Before examining results with regards to student learning during integrated units, it will be necessary to briefly examine what is meant by student learning in this study. Learning is a complex idea with definitions that vary across disciplines (e.g., a focus on critical thinking in a social studies' classroom to deductive logic in a mathematics course) and psychological theories (e.g., cognitive theory, constructivism, etc.). However, research on basic learning processes also demonstrates the difference between successfully storing information in memory and being able to retrieve and use it later (Bransford, Darling-Hammond, & LePage, 2005).

In other words, recognition is quite different from retrieval. Recognition occurs when someone can remember what a movie is about when given the title when a cue or context is provided. For teachers using a written test or quiz, including multiple-choice questions, matching, and true or false questions act as mechanisms for recognition; the answer is there, students just need to be able to identify it. In contrast, retrieval can occur without prompting. On a written quiz, having open-ended response questions that require students to generate their own answers without prompts would be an example of retrieval, also referred to as recall.

In contrast, Gardner and Boix-Mansilla (1994) take recall or retrieval to a higher cognitive level by requiring students to apply knowledge to new or different situations. Genuine understanding has been achieved if an individual proves to be able to apply knowledge in new situations, without applying such knowledge erroneously or inappropriately; if he or she can do so spontaneously, without specific instruction to do so. Ross and Hogaboam-Gray (1998) refer to this as knowledge transfer the ability to use information in new situations. This focus on the application is a more complex thinking task than simply recalling knowledge to answer an open-ended question. Simple recall can be achieved by describing a situation the student has already experienced whereas transfer requires a student to apply the knowledge they acquired in that first situation to something new and different.

This brief discussion regarding the concept of learning is pertinent to research examining student learning in an integrated unit. In many articles, learning is used as an umbrella term to include results in relation to recognition, retrieval or recall, application, and or transfer of knowledge. While these are all very different ways for students to demonstrate if they have acquired (or can use) knowledge from a classroom activity, they are rarely specifically identified in research examining student learning during integrated units. To further complicate what is understood as student learning, integration literature often also refers to engagement, and or motivation as either aspects or examples of student learning. This makes it challenging to summarize research regarding student learning and curriculum integration.

For example, Berlin and Hillen (1994) report result from a project designed to integrate math and science in middle school (i.e., over 2000 students in grades four to six). The teachers identified the curriculum objectives that students were taught in a series of integrated units. However, the study's results focused on an increase in attendance and engagement and did not report on specific learning

outcomes. Bintz et al. (2006), reporting on student learning from the previously identified rubber band cannon unit, shared that students were engaged, but no records of student achievement were reported. Flowers et al. (2003), when reviewing several middle school studies examining the challenges and successes of integrated units, reported that effective teachers with common planning time resulted in the higher implementation of best practices and a positive impact on student outcomes, including emotional health and behaviour and student achievement. However, no examples or descriptions of this reported student achievement were included in their article.

In each of the aforementioned articles, the focus was on student motivation and engagement more than recognition or retrieval or recall. In contrast, there are a few studies that focus specifically on recognition and retrieval or recall. For example, Nuthall (1999), while researching an integrated unit on Antarctica (noted in previous sections) found that students were successful remembering when three to four experiences (on the same content) with no more than a two-day gap. Nuthall noted that students were able to remember whether this is referring to recognition or retrieval or recall is unclear; however, the word remember is at least in reference to learning rather than motivation.

Another study that focused on learning was conducted by Ross and Hogaboam-Gray (1998). These researchers used both an experimental and a control group to test whether being involved in project-based tasks (e.g., building a tower with spaghetti and marshmallows) could increase students' ability to apply their knowledge in a new situation. Their results were quite interesting. While students in the experimental group were better at applying what they learned in new situations, there was no difference on the academic tests completed by both groups (whether those tests focused on recognition, retrieval or recall, and application remains unclear). Ross and Hogan-Gray found that while integration improved students' problem-solving abilities, it did not assist their capacity to retrieve disciplinary knowledge and apply it to a new situation. It is unclear if the problem solving was a skill that had been taught and was then being tested or a separate observation. Ross and Hogaoam-Gray concluded that the kind of integration chosen is more important than whether to integrate‖ (p. 1133). Consequently, Ross and Hogabaoam-Gray focused on application or transfer of knowledge rather than just recognition or retrieval/recall.

Another interesting set of results came out of the Venville et al.'s (2003) study of year nine students working through the design and testing of a solar-powered boat. Their study revealed that the

disciplinary knowledge students had been exposed to prior to the project was not utilized effectively by students. Instead, to build the boat, students used a great deal of trial and error. As a result, rather than reinforcing scientific principles, students just tried until something worked then they were satisfied because their boat operated successfully. Consequently, Venville et al.'s study demonstrated a lack of direct application of scientific principles whether this means that students were able to recognize or retrieve or recall information later is unclear. This example adds strength to Ross and Hogaboam's (1998) caution about the importance of understanding the relationship between the type of integration and the consequences for student learning while also demonstrating limitations that exist when student learning is not clearly defined.

2.8 Assessment

Since the study is also interested in whether the teachers are able to assess the learners effectively or not, it is necessary to explore how assessment is conducted within the integrated curriculum of Lesotho.

Traditionally, the Lesotho disciplinary learning that was practised in the past curriculum was underpinned by testing in the form of summative assessment which was more of on the pen and paper assessment at the expense of what the learner knows and is able to do (Selepe 2016). According to Sheperd (2000), the traditional mode assessment that focuses on the scores is at hindrance to acknowledge that learning involves making out of the meaning.

The Curriculum and Assessment Policy of Lesotho shows that assessment within this curriculum will assess the achievement of educational and curriculum aims of the programs at all levels (Moet 2009). The policy further states that the assessment consists of three strategies for implementation. They are the formative assessment, monitoring of educational progress and the summative assessment. According to Selepe (2016), it is further stated by the policy that the policy has to pay more attention to testing achievement from different abilities like sport and art, which is different from the previous curriculum, whereby cognitive attainment was the only one assessed through summative assessment.

According to Raselimo and Mahao (2015), the curriculum of Lesotho shall have a summative assessment, whereby there will be public examinations upon completion of grades ten and twelve that will be used as a criterion for selecting learners for higher education. It is further stated that this summative assessment shall accommodate learners with different abilities to enable them to

pursue different career paths in tertiary institutions without having to pass English or Mathematics first as they used to be among the prerequisites (Raselimo and Mahao 2015). They, however, show in their policy analysis that, the success of this inclusion requires a change of attitude from learners and parents towards practical skilled based subjects. Furthermore, Raselimo and Mahao caution that in a case of Lesotho, a continuous assessment that has been stipulated by the policy may not succeed due to the high ratios of students to teachers and unpleasantly increase the teachers' work load, giving difficulty with assessing individual learners. Noting all these, it is worth finding out whether individual learner assessment is possible.

2.9 Challenges encountered within curriculum implementation

After discussing curriculum implementation, Loughran (2010) highlights that teaching and learning have a mutually inclusive relationship and therefore both learning and teaching have to bear on each other. Now, given this, it becomes important to review the challenges that the teachers encounter so that towards the end, the study can establish whether the challenges encountered in teaching do not somehow influence those encountered in learning. Following is a review of the challenges that the teachers encounter as well as those that the learners encounter with curriculum implementation.

According to Fraser (n.d), time is one of the biggest factors in the success of the curriculum implementation and some believe that the curriculum requires more time than what is readily available in the classroom schedule. With the implementation in South Africa, time frames have also been noted to neither are practical nor feasible in the training of the teachers and implementation itself. Chisholm (2000), adds that it has been largely mentioned that a few days of training cannot alter the traditional methods of teaching. Additionally, Selepe (2016)'s findings also show that the teachers in Lesotho deemed the training that they received to be insufficient.

Furthermore, according to Beane (1997), schools are not set up to do curriculum integrated. This is because resources like textbooks are almost always organized around separate subjects or skill areas and they are normally selected by text book committed that would hardly look beyond the assigned area. Due to this, it costs teachers more time finding these resources to support the curriculum. Insufficient resources for learning have also been reported to be a challenge in the implementation. Williamson (2000)'s study showed that, in South Africa, problems regarding learner support materials are placed around availability, quality and the use of materials. It is also

found that in most cases, teachers do not have the time, skills or resources to create the LMS. Chisholm (2000) added that the absence of classroom space is normally a huge limitation on the effective use of learning resources. Jansen(1998) adds that the success of this implementation of new forms of learning resources like textbooks and other aids which are in agreement with an outcomes-based orientation and opportunities for teacher dialogue and exchange as they co-learn in the implementation process.

The findings in a study conducted by Nyuswa (2003), show that unfavourable teacher-learner ratio can affect individual learner assistance in the classroom. It is further noted that overcrowded classes present difficulties with individual learner assistance. The high number of learners in one class makes it difficult for the teacher to move around in class. Also, insufficient resources were reported to make it difficult for the teacher to guide and support the individual learners. Lastly, according to Beane (1997), regardless of whether the curriculum can be changed or not, the conditions at which the learners live in or experience cannot easily be changed. Beane (1997) shows that, even something as appealing as the integrated curriculum would not necessarily attract or encourage all learners.

2.10 Policy and integrated curriculum in Lesotho

From the consulted literature (such as Selepe 2016 and Ramokoena n.d), it is evident that most studies relating to the integrated curriculum focus on the challenges that the teachers encounter when implementing the new curriculum. This is also the reason for the attempt of this study. To shift the focus from the candidates that are supposed to implement the innovation, to those who are basically the targets for the implementation. This is because, regardless of the challenges that the teachers encounter, the implementation continues, which also implies that the learning curve of these learners is not smooth. It is also evident that most policies, not only from Lesotho, are seemingly innovative theoretically and less practically (Ramokoena n.d). This chapter, therefore, intends to understand what the Integrated Curriculum and Assessment Policy is all about, whether it interrelates with other policies that include the children's survival through education and finally give a brief understanding of the sociological perspective in this context.

As per the Lesotho Integrated Curriculum and Assessment Policy (2008), Ever since Lesotho attained its independence, Education has always been one of the foremost approaches to promote

the socio-economic development of the country. This then led to the prioritization of education as it is one of the poverty reduction strategies. Up until today, the Ministry of Education (Moet) has aimed to ensure access to equity, relevance and quality education. In addition to achieving the Millennium Development goals (MDG) number two by 2015, the Ministry provided the Free Primary Education.

As an initiative to achieve these goals, the government did not only focus on primary schools. Therefore, the government provided books and stationery to Primary Schools and introduced book rental arrangements for secondary schools. Orphaned and needy children are offered bursary schemes while those with special needs are integrated into the education sector (OVC 2005). Furthermore, according to Ramokoena (n.d), the current Lesotho education system is "7:3:2:4" which basically means seven years of primary education, three years of secondary, two years of senior secondary education and four is for university education.

Upon attainment of independence, it was necessary for Lesotho to modify its education and make it relevant to the nation's needs (Selepe 2016). This necessity to review the education system was influenced by the fact that, in as much as missionaries had presented formal education, their system was more about instilling Christianity than to address the needs of Basotho (Seotsanyane and Muzvidziwa 2002). As narrated in the first chapter of this study, in the early 1970's several reforms were adopted to make the Lesotho education relevant in addressing the nation's needs even though they did not succeed (Raselimo and Mahao 2015).

These policies include the "Education Policy for Development", which was mainly established to respond to the restrictions that were comprehended within the education system that was inherited from colonialism (Mosisili 1981). According to the Ministry of Education, Sports and Culture (1982), with an intention to introduce practical subjects like Agriculture, technical subjects as well as Home Economics, the "curriculum diversification reform" policy was introduced. It aimed to achieve goals of self-reliance through education with production while Development Studies was introduced to associate practical subjects and traditional academic subjects because of its real constituent (Moet 1993).

The "Core Curriculum Reform" was then introduced to improve the ability within the establishments of the secondary and high schools. This was attempted in several ways like

restructuring the curriculum into six subjects within which English, Science and Mathematics took priority and were allocated more time in a week at these schools (Ministry of Education, Sports and Culture 1982). According to Raselimo and Mahao (2015), among all these reforms that were implemented, though they were unsuccessful, the conflict between policy and implementation has been the common problem ,hence the induction of the Curriculum and Assessment Policy (CAP), which has been implemented since 2013 and is the focal point of this chapter.

The CAP is focused on two levels of education namely Primary and Secondary education. The Ministry of Education and Training (Moet) decided to introduce this policy because among other reasons "Lesotho needs an education system which prepares its citizens to compete and thrive in an increasingly global world while preserving its distinctive values and culture and transmitting these to the next generation" (Moet 2009:2).

The other one is that Lesotho needs an education system that provides learners with information, skills, values, attitudes and knowledge to overcome issues that threaten the wellbeing of the country and the citizens such as the menace of HIV/AIDS, increasing statistics of child-headed households, youth unemployment, food insecurity and climate change (Moet 2009). The new curriculum is said to be composed of learning areas being the Linguistic and Literary, Numerical and Mathematical, Personal, Spiritual and social as well as the Scientific and technological areas. Within these areas, it is said that traditional subjects are still taught, though grouped and focus being on their interconnectedness (Moet 2009).

Furthermore, the policy shows that between grades one to four, these learning areas are not taught separately but combined to reflect the way of learning among young children. It is further shown that learners will work on the literacy and numeracy windows on daily basis to reinforce literacy in both mother tongue and English as well as mathematical skills (Moet 2008). With grades five and six, the structure of the curriculum is aligned with the learning areas so to permit the emergence of traditional subjects. In Grade seven, learners will still be motivated to make connections between concepts of different subjects, even though all teaching will still be in traditional subjects being English, Science, Sesotho and Mathematics (Moet).

Article 11of the African Charter on the Rights of Children states that every child has a right to education, to develop his or her personality, talents, mental and physical abilities to their full

potential. The Child Protection and Welfare Act (CPWA) of 2011, also adds that a child has a right to education regardless of the type or severity of the disability he has. As stated by Matlosa and Matobo (2011), since 1991, after the Non-Governmental Organizations and churches took primary steps towards the inclusive education of children with disabilities even though their efforts were limited by resources, the government of Lesotho established the Special Education Unit for such children. Children with special needs have therefore been integrated into the regular school system at Primary level especially those with visual impairments (Matobo and Matlosa 2011).

With all that Matobo and Matlosa (2011) have stated, understanding is that children with disabilities are also integrated into the new education system (being that of the integrated curriculum). This is because the Integrated Curriculum has stated in the Language Policy that, sign language shall be used in the process of learning and teaching to enhance communication and access to information (Moet 2009:7). This says that the policy has catered for learners with visual impairments.

The Orphaned and Vulnerable Children's policy (OVC) of (2005), states that quality education empowers the OVC through the provision of life skills and contributes towards a reduction of poverty as well as opportunities to employment. The integrated curriculum adds towards the possibility of this as one of the reasons for the formulation of this policy is that "Lesotho needs an education system which prepares its citizens to compete and thrive in an increasingly globalized world, while preserving its distinctive value and culture and transmitting these to the next generation" (Moet 2009:2).

This implies that the integrated curriculum will also be beneficial to the orphaned and vulnerable children as the OVC policy of 2005 also shows that education is another survival strategy to these children. Meaning that, after these children acquire additional skills through the integrated curriculum, they can defeat some of the life threats outside the classroom. The CPWA (2011) further states that every child has a right to sexual and reproductive health information and education appropriate to his or her age. The integrated curriculum encourages an exercise of this right by having included the Life Skills Education (LSE). This educates learners on how to defend themselves from threats such as sexual violence, STI's, unplanned pregnancies as well as HIV/AIDS (Moet 2009). The inclusion of this education shall also be beneficial to the country's

development as it will contribute towards the reduction of the spread of the diseases as well as high birth rate. Also, since learners will learn about sexual violence at an early stage, it means that they will be able to tell when they are sexually abused and report on time.

The CPWA (2011), states the importance of the child's evolving capacity. The integrated curriculum contributes to this principle by having included learning areas such as "*Creativity and entrepreneurial*". This says that even learners who are not competent in the rote learning will be able to unleash their potential in other areas which will contribute towards their ability to fend for themselves upon completion of school.

In as much as the integrated curriculum is deemed to bring a positive change to the learners' lives and learning progress, the policy states that mother tongue shall be used as a medium of instruction up to grade three (Moet 2009). A brief understanding of this statement is that the policy acknowledges that there are other languages used in the country and that the only language that will be used for instruction and learning is Sesotho up to grade three. It is therefore questionable as to whether other learners who use different language from Sesotho will effectively understand what is instructed in Sesotho. Also, even though Sesotho will be used for instruction, prescribed textbooks are written in English, which means that teachers would have to translate to the learners according to their interpretation of the content (Ramokoena n.d). It is therefore questionable as to whether this will not bring confusion upon learners as different teachers will give different translations of which at times might influence the loss of the meaning in context.

2.10.1 Sociology of education in this context

According to Ball (1981), the modernization paradigm of education shows that educational and development plans based on the foundation that human capital investment is a necessary component in achieving economic growth. Due to limited resources, but in recognition of the importance of education, many less developed countries, Lesotho included, have committed funds to the type of education and levels that would contribute to the achievements of clearly specified development goals. In the case of Lesotho, primary education is free, this contributes to the development of the country through the literacy rate, which in this context is defined as the ability to read and write. It also contributes to the development of the country in that; the Integrated Curriculum policy has included learning areas which will help learners acquire more skills besides

reading and writing. This then says that their ability to be creative and their entrepreneurial skills shall be essential to the economic development of the country.

However, it is not forgotten that Lesotho is a developing country. In as much as primary education is free, the addition of the learning areas in the integrated curriculum policy implies that more resources shall be needed, an example of these resources is computers and qualified teachers. The former Minister of Education, Mrs Makabelo Mosothoane, had mentioned in her report that the curriculum is financially demanding and that the government would seek financial assistance to fund the implementation of this policy. No report that the study is aware of, has been released to confirm that financial assistance was granted. Also, the Integrated Curriculum and Assessment Policy is silent about the additional resources that would be needed within the schools to carry out the implementation.

The modernization paradigm further shows that in countries which choose manpower planning as the organizing principle for their educational provision, the careful and deliberate econometric approach to the allocation of priorities upon the education system. An example shows that manpower planning normally involves unequal allocation of resources and originally to the best parts of the system being the overseas sponsorships, colleges and universities, which without a doubt strengthens social class and regional inequalities existing in the system.

This, in turn, supports the Marxists when they state that education supports class differences and serves a status quo. In the case of education in Lesotho, this is true since primary education is free and compulsory, meaning that every child is obliged to go to school. This means that resources are bound to be limited in these primary schools. For example, the pupil teacher ratio was estimated at 46:1, while the pupil classroom ratio 67:1 (Education Strategic Plan). This means that class rooms are not enough to accommodate pupils hence they are overcrowded in one classroom, their learning environment is already affected. Secondly, due to the number of pupils per one teacher, it also means that they are not able to assess each child's learning progress effectively and yet the integrated curriculum and assessment policy is about individual learning and development.

Paradoxically, there are private schools which are normally referred to as "best" schools, and normally resources are sufficient, due to the less number of pupils there, the ratio of pupils to teachers is less and performance is assessed effectively. Normally in private schools, parents know

that they will have to pay for some of the resources for them to be available to the learners, while in non-private schools, parents normally expect the government to provide these resources to the learners. This then typically reflects the inequality in learning process between the fortunate and less fortunate.

2.11 Conclusion

This chapter discussed what integrated curriculum is, from the policy's perspective as well as in terms of it as a result and it as an instruction of approach. These three definitions all came to one conclusion that the integrated curriculum intends to help the students to understand the global world they live in by assessing the real world concerns that are not subject specific. However, most studies in the international and sub-Saharan Africa showed the implementation not to have been a success for several reasons and the major ones being insufficient resources and teachers' lack of understanding.

Lastly, the discussion on the policy concluded that the integrated curriculum will be of benefit to the learners and contribute towards education being a poverty survival strategy for the learners. However, it is also noted that the policy somehow supports class differences and serves a status quo because learners in public schools are likely to encounter shortages in resources and the policy says nothing about that, while those in private schools are likely to learn and adapt effectively.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.0 INTRODUCTION

The intention of this chapter is to understand Integrated Curriculum through Capability Approach. This approach has been chosen to assist with understanding the Lesotho Integrated Curriculum because one of the policy's (Integrated Curriculum and Assessment Policy) aims is to "make learning more relevant and reflecting the actual world and learning at home as well as in the community". This then brings into question, the capability of the learners to obtain the desired or intended aim. Hence Capability Approach will be explained in detail as well as its relationship with education and a brief understanding of Capability Approach in relation to Integrated Curriculum.

3.1 Understanding Capability Approach

Robeyns (2003) defines Capability Approach as a wide-ranging normative outline for the evaluation of individual well-being and social activities, the design of policies and proposals about social change in society. It is further stated by Robeyns that Capability Approach can be an alternative evaluative tool for designing and evaluating policies that range from development policies by government and Non-Governmental Organizations (NGO) in developing countries. Additionally, tracing from the works of Sen (1999) and Nussbaum (2000),Glassman(2011) states that Capability Approach endorses policy strategies that concentrate on individual development instead of generalized measurements that provide each individual with the general resources and settings that give them opportunities to meet their life potentials fully.

Robeyns (2003) states that Capability Approach has been pioneered by the philosopher and economist Amartya Sen and most recently developed by the philosopher Martha Nussbaum. According to Sen (1999), wellbeing and development should be discussed as in terms of people's capability to function, that is on their effective opportunities to undertake the actions and activities that they participate in and whom they want to be. Nussbaum (2011) also suggests that a person's capabilities are related with human thriving, which proposes that they (capabilities) can be realized in various ways. Sen (1999) calls these beings and doings "functionings" and together they are said to make a valuable life. In this context, "functionings" are described as the act of being literate

or working and being part of the community. For example, if a person can read and write, his or her capability to function is achieved.

Moving on, Capability Approach to well-being and development therefore evaluates policies in reflection to their impacts on people's capabilities. It also seeks to find out whether the necessary resources for a certain capability are present. It further questions whether the conditions for the capability, (for example, sufficient resources for learning in a learning institution) are met (Sen 1999). Moreover, according to Robeyns (2003) it is stated that Capability Approach regards development and wellbeing in a comprehensive and integrated manner and pays more attention on the connections between mental, social and spiritual wellbeing, cultural and political dimensions of life. Capability approach further identifies social constraints that influence or restricts wellbeing as the evaluative exercise.

3.2 Capability Approach, education and Integrated Curriculum

According to Glassman (2011), Capability Approach proposes a different model for the development of education policies, which is the one that is focused on the provision of capabilities that are essential for children or individuals to flourish as human beings. It is also possible to consider what Capability Approach should offer to the evaluations of specific areas of social policy, such as education. The main indication of the Capability Approach is that social arrangements should intend to increase people's capability, that is, their self-determination to promote or attain functioning which is important to them (Unterhalter, et al 2007).

According to Sen (1992), the state of being educated is described as a basic capability that is part of centrally important beings and doings that are vital to well-being. According to Hoffmann (2006), through the establishment of access to education and promoting a concrete set of basic learning outcomes, such as the abilities to read and write, education becomes initial to other capabilities. However, according to Capability Approach, it could be argued that when learning stops at the level of providing the basic ability to read and write, it will not be enough to maintain sustainable development and alleviation of poverty in its full sense.

According to Saito (2003), even though Capability Approach has received a considerable attention from philosophers, economics as well as Social Scientists and notwithstanding that there is a potential strong and reciprocally enhancing relationship between capability approach and education, it (Capability Approach) has gained increasing interest in an analytical and empirical

examination from an educational perspective. Furthermore, according to Otto and Zielgar (2006), the report that was issued by UNESCO in 2002 on 'Education for all'' recommended that policies should be declared to have succeeded when they have enhanced people's capabilities.

Additionally, Otto and Zielger (2006) note that Capability Approach provides a theoretical outline with normative, empirical and theoretical implications that permit a re-examination of issues instead of just providing a coherent educational theory or even an educational program which could be applied straight forwardly. This means that the strength of capability approach remains its capacity to provide sensible tools and frameworks within which competencies, literacy and other educational aspects might be satisfactorily conceptualized and evaluated.

Moreover, Capability Approach offers a substitute pattern of thinking beyond access to education and for considering the potential for individual freedoms, both in and through education (Hart 2012). It also offers a re-alignment in the positioning of education in terms of both its core value and instrumental capability is determined by the liberty they have to choose to embark on ways of being and doing what they have reason to value (Hart 2012).

3.3 Analysis of Capability Approach in relation to Integrated Curriculum

According to Glassman (2011), Capability Approach suggests an alternative pattern for the development of education policies, which is the one that is focused on the provision of capabilities that are essential for children or individuals to flourish as human beings. This goes in line with the Lesotho Integrated Curriculum as it also aims to help learners to function as an individual and member of the society, also to equip the learners with competencies that are essential to addressing life challenges.

Moving on, according to Unterhalter et al (2007), the view of Capability Approach depicts that, if learning stops at the level of provision of only essential reading and writing skills, it would not be enough to enhance sustainable development. In the case of Integrated Curriculum, the government of Lesotho has gone beyond providing essential learning, being reading and writing. This is because the aim of the Lesotho Integrated Curriculum is to ensure that it forms basis for dealing with contemporary societal issues because of the interconnectedness in the subjects (Moet 2009), implying an expansion on the learners' capabilities as they will go beyond classroom learning.

Furthermore, according to Robeyns (2003), "for some of these capabilities, the main contribution must be monetary resources, but for others it can also be political practices, such as the effective assuring and protection of freedom of thought, religion or political participation, or social or cultural practices, social structures, social institutions, social norms, traditions and habits. The capability approach therefore covers the full ground of human wellbeing." In support of this, for the learners to be able to unleash their capabilities, the Ministry of Education and Training ensures that, (also as part of achieving the Millennium Development Goals of 2015 goal number two achieving basic education), it provides free access to primary education which includes provision of textbooks for primary education.

It is also said by MOET (2008), that material that will assist with adapting into this new curriculum shall be formulated and made available for the schools. Moreover, Sen (1999) shows that in social assessments and policy design, the focus should be on what people are able to do and be, on the quality of their lives as well as eliminating difficulties in their lives, so that they have more freedom to live the kind of life which, upon reflection, they find valuable.

While Robeyns (2003) says that as per the capability approach, well-being and development should be discussed in terms of people's capabilities to function. On their effective opportunities to undertake the actions and activities that they want to engage in, and be whom they want to be. These, in line with the Curriculum and Assessment Policy say that the curriculum aspects should highlight the life challenges and contexts in which the learners are expected to function and be a member of the society. It further says that pedagogy must shift towards methods that can develop creativity, independence as well as survival skills for learners (MOET 2009).

These reflect to the aim of the Lesotho integrated curriculum that is to ensure that it forms basis for dealing with contemporary societal issues due to the integration in the subjects (Moet 2009), Which means that the learners' capabilities shall be expanded as they shall be learning beyond the ancient method of learning in class. Lastly, Capability Approach is aware that not all individuals will participate or benefit from education in the same way, nor be able to change the resources afforded from education in similar advantages in life (Hart 2012). This brings the same understanding regarding the integrated curriculum, because it is aware that not every child can benefit from the rote learning. It also means that the inclusion of other learning areas that are more practical than theoretical will encourage learners who could not benefit from the rote learning to unleash their capabilities in other learning areas.

With all that has been said afore, Capability approach makes it possible to answer questions because integrated curriculum also initiates for learners to be able to solve problems not only in class. The Capability Approach therefore helps to assess whether the implementation of integrated curriculum will help learners to unleash their capabilities without the rote learning. It also will help to assess if the challenges they encounter can be of hindrance towards their capabilities**.**

3.4 Conclusion

The aim of this chapter was to understand education and Integrated Curriculum through the Capability Approach. It attempted to understand what Capability Approach is and concluded that it is a framework that evaluates individual wellbeing and social activities. It is the one framework that promotes policy strategies that are concerned with individual growth and focusing on providing everyone with the general resources and settings that give them opportunities to unleash their full life potentials.

It further sought to understand Capability Approach in relation to education and it resolved that Capability Approach offers and alternative paradigm for thinking above education and for considering the potential liberty for individuals both in education and through education. Lastly the chapter gave a brief analysis of Integrated Curriculum and Capability Approach. Within this, the study learned that Capability Approach is aware that not all individuals will participate or benefit from education in the same way nor be able to alter the resources afforded from education in similar advantages in life. This goes along with the initiative of the Lesotho Integrated Curriculum and Assessment Policy which also aims to encourage learners to unleash their different capabilities hence the addition of some of the learning areas.

CHAPTER FOUR

RESEARCH METHODOLOGY AND METHODS

4.0 INTRODUCTION

This chapter focused on the methods and techniques that were used in the study to understand integrated curriculum and to explore the teachers' views on the challenges that the learners encounter regarding the implementation of this policy. Additionally, the chapter looked into the sample and sample designs that helped gather the information. It also stipulated the questions that were addressed to the participants.

4.1 Research Approach

The study explored the challenges that learners encounter regarding the implementation of the Integrated Curriculum through the views of their teachers. It additionally determined whether there are sufficient resources to help learners adapt to this innovation. It further sought the effects of the implementation on the learners' pass rates. With conducting this study, it was significant to understand the rational nature of the phenomena so to be able to acquire more knowledge and add important perceptions to the already existing knowledge.

The qualitative approach was therefore considered appropriate because it is interested in studying human action from the view of the social actors themselves (Babbie 2001). It furthermore aims to describe and understand, instead of explaining human behaviour. The approach allowed the study to also consider the constructivist world view. This was because according to Cresswell (2014), Social constructivists "believe that individuals seek understanding of the world in which they live and work". The intention of the study is to rely on the teachers' perspectives on the challenges that the learners encounter.

This approach was considered because it allowed the researcher to be the primary instrument for data collection and analysis (Ochieng 2009). This basically implied that the researcher was the one who went out into the field and explored the teachers' views rather than sending out questionnaires that participants might not even return, fill nor understand. The researcher's presence in the field was advantageous as it was possible to also analyze the participants' feelings through their physical expressions such as the face with regard to the topic discussed. The questions were broad and general which enabled the participants to contribute effectively towards the researcher

understanding Integrated Curriculum as well as the challenges that the learners encounter. The questions in this type of worldview motivated for open-ended questions of which the researcher listened carefully to the given responses regarding the mentioned phenomena (Cresswell 2014). The approach made it possible because it enabled the researcher to understand this phenomenon through the sources of data such as interviews (Cresswell 2014).

4.2 Research design

The qualitative research according to Cresswell (2014) consists of five research designs which are the narrative study, ethnography, phenomenology, case study and the grounded theory. The study however considered one of the designs, which is the Case study. The choice of the design was motivated by the fact that a case study is a design of inquiry found in many fields in which the researcher develops an in-depth analysis of a case (Cresswell 2014). This then got relevant to the study because it enabled the researcher to make an in-depth inquiry to understand Integrated Curriculum and got clearer views of the teachers on the challenges that the learners encounter regarding this innovation. In this study, the views of the teachers were considered to be a case because it is those views that the researcher was interested in exploring intensively.

Additionally, Yin (2014) defines a case study as an empirical study that investigates phenomenon within its real-life context especially if life boundaries between phenomenon and context are not clear. In this case, the researcher understood that there is an Integrated Curriculum policy being implemented in Lesotho. It is also believed that theoretically, the implementation ought to give a positive outcome. However, it was not clearly evident as to what challenges do the learners encounter and whether there were sufficient resources to help them adapt to the implementation positively. This means that the study resorted to the case study because it deliberately intended to find out the challenges that these learners encounter. That is to cover the related conditions believing that they may be highly relevant to the phenomenon of study (Yin 2014).

4.3 Instrument

In-depth interview was used to gather up the relevant information. This method was selected because it enabled the researcher to build a rapport with the participants. This method consists of open-ended questions which allowed respondents to explain their perspectives without the interviewer's influence based on the previous findings (Cresswell 2005). Probing in this method was further essential for the researcher to ask further and understand what was discussed. This

instrument was also appropriate because an interview can be conducted through a face to face encounter, through an electronic means or through a telephonic encounter (Brink et.al 2012) in this case, the interviews were conducted face to face.

Researchers normally collect qualitative data through interviews and questionnaires. However, interviews are more effective as compared to the questionnaires as they allow the researcher to investigate the participants' views in greater depth (Alshenqeeti 2014). Additionally, interviews did not only help the researcher analyze words, report detailed views of participants and build a holistic snapshot, they further enabled the participants to speak in their own voice and express their thoughts and feelings (Berg 2007). This made it essential to the study at question as the teachers were able to express their views on the challenges that learners encounter. These interviews took place at five schools that were selected, and they took approximately 45 minutes, as other participants had more issues to add. During these interviews, the researcher used a recorder, with the participant's consent and was able to record everything that was said in that interview. The recording has been kept safely and shall be destroyed after the research report has been written.

4.4 Population Sample

According to Terre Blanche et al (2006), qualitative studies normally have smaller sample sizes as compared to those of the quantitative studies. This study took place in one of the districts of Lesotho, being Leribe. The district consists of one hundred and two (102) primary schools, according to the Lesotho Education office in Leribe. These schools are, however, divided into three categories being the Missionary, Private and government schools. Within these schools, seventy-four (74) are missionary schools, while seventeen (17) are government schools and eleven (11) are private schools.

The three categories were considered because they basically represent schools in Lesotho. The intention was to establish whether this implementation is the same within these categories as well as to discover whether the learners encounter similar challenges. The other reason for the interest in the proprietorship of these schools was because Motaba (1998), stated that the government does not have the same influence on schools that are either privately owned or owned by missionaries. Selepe (2016) added that this, therefore, has direct bearing on how schools adopt government policies, while government schools would implement them as they are. The difference with this study is that the researcher discovered when she got to the field that the government has the same

influence missionary schools as the government ones because the missionary schools are now funded by the government. The private schools were found not to have implemented the policy as it fully is also.

The study, therefore, gathered information from ten (10) participants. The study had initially intended to include the principals, but upon data collection, it was discovered that they are not able to respond to the scheduled questions as they do not interact with learners directly. The reason behind the inclusion of principals was that the researcher believed that since they are heads of the schools, they would be able to give an overall analysis of the implementation of this framework. The number of participants that were interviewed was ten because two teachers represented each school that was chosen.

The teachers were chosen because of their long experience of being with the learners, understanding them through multiple policy shifts and how this affected their performance. Additionally, these challenges were explored through the views of the teachers because the researcher believed that, if learners were to be included, an observation on how they learn daily, and assessment of the challenges would have to be conducted. Of which would be time-consuming and quite biased as the researcher would not be able to compare with the experiences before the implementation. Also, learners in grade three and six are normally aged between the ages of eight and twelve, which would mean that they would not be able to respond to interview questions satisfactorily. Lastly, not interviewing these learners was a result of the ethical grounds and the learners do not have a clear recollection of policies. Therefore, the mentioned participants were believed to be able to assess the learners' challenges better.

4.5 Sampling procedure

The two types of the non-probability sampling method which are purposive and convenient sampling were selected for this study. Purposive sampling was selected because it involves focusing on a specific type of groups of people who can provide relevant information. According to Babbie (2001:166), purposive sampling is essential in selection based on the researcher's knowledge of the population, its elements and the nature of the research aims. By using this type of sampling the researcher was able to focus on the right people to provide relevant information to the study, in this case, grade three and grade six teachers. The choice for grade three and grade six came about since, with grade three, the researcher believed that it is the end of lower primary, so

the teachers would be able to assess the challenges in comparison with when the innovation was first piloted.

Grade six was chosen because it is in higher primary and the researcher believed that it would be possible for the teacher to assess up to grade six since the innovation had only moved to grade seven in 2017. The choice of convenience sampling was brought upon by the fact that it enabled the researcher to select the teachers according to their suitable, reachable and proximity. That is the teachers that were selected were purposefully selected in Grade three and Grade six. The researcher also discovered upon arrival at the field that some teachers were not yet trained. So, she selected those that had been trained in those grades. Additionally, for reasons of time and financial constraints, purposive and convenience sampling were used to select the schools from each category of schools as Leribe is a large district and it would have been a challenge for the researcher to travel to schools that are in remote areas in a case whereby the selection process was done in a different manner from the already selected one.

The questions that were addressed are as follows:

1. What are the challenges of integration for learners?

2. What are the basic causes of the learners' challenges?

3. Is it still possible to conduct an individual learner assessment?

4. How has the implementation affected the learners' performances?

5. Are there any strategies adopted to help learners adopt to the new curriculum?

6. Are there sufficient resources to assist the learners?

4.6 Location of the study

Lesotho is divided into ten districts. The study took place in the Leribe district, which is situated north of the capital town Maseru along the main North 1. Leribe district consists of two towns, namely Maputsoe and Hlotse and has approximately one hundred and two primary schools.

4.7 Data collection process

Data requires planning that involves laying down a step by step sequence of data collection from the subjects (Burns and Groove,2011). Firstly, permission to collect data from the primary schools in the district was sought from the Education office of Leribe. The process of collecting data was

then embarked on after the ethical clearance was obtained from the University of Kwa-Zulu Natal Humanities and Social Sciences Research Ethics Committee as well as permission from the principals of the selected schools. After the permission was sought from the principals, the allocated time for the interviews was during break time or after school as the researcher was instructed by the Education office not to distract learning.

Furthermore, an informed consent form which described what the study is about was given to the participants before the interviews commenced. This form was intended to help the participants to make an informed decision as whether to partake in the study or not. The information that was included in this form described the type of study, its aim, the foreseeable risks, the participants' liberty to decline or withdraw from the interview, ethical considerations as well as data handling and dissemination of the results. This information was also explained verbally before the interviews and those that were willing to participate signed the informed consent form.

Interviews commenced after these forms were signed and they began with the demographic information like age, years of experience in teaching and grades that they taught and then open-ended questions which were aimed at answering the research questions were asked. The researcher probed on most questions so to understand better, which led to participants discussing more issues that were quite relevant. The challenge with the probing was that with some questions that the researcher found probing important, most participants were not able to explain further, which made the question seem as if it was a Yes or No type. The interviews were audio recorded while the researcher jotted some of the points on a notepad and after the interviews, the informed consent forms and everything that was used for those interviews was kept safely and used later for transcriptions.

4.7.1 Data analysis

The study adapted to the qualitative method of analysis. Qualitative data analysis refers to all data forms of analysis of data that was gathered using qualitative techniques regardless of the design used to administer the research, Babbie (2001). The initial step towards the analysis of this data was familiarization. The researcher firstly familiarized herself with the phenomenon under study by exploring the literature as done in chapter three of this study. The researcher got more familiar and immersed during the data collection that was done through interviews (that were also recorded) and after the interviews that were conducted, this then followed:

Data Transcriptions: Before actual analysis commenced, transcriptions of the recorded information were done. Hancock et al (1998) define data transcriptions as a process at which recorded interviews from the participants are portrayed in a written manner. These interviews were transcribed manually, and it was advantageous to the researcher as it was less costly in terms of getting a professional transcriber, also the transcription process immersed the researcher more into the data. The interviews were recorded with a mobile phone and all the researcher did was to repeatedly listen to the recordings while jotting down all that was said in response to each question. The main challenge with the transcriptions was that the participants expressed themselves in Sesotho and the researcher had to translate the responses to English. Also, the transcriptions of each interview took too long and ended up being time-consuming as the researcher had to pause and rewind the recording often so to avoid misquoting the participants. Following the transcriptions was the creation of themes, which happened as thus:

Creation of themes: Vaismoradi (2016) states that theme is the main product of data analysis that yields practical results in the field of study. It is used as an understood topic that organizes a group of repetitive ideas and enables the researcher to answer the research question. This was helpful in answering the research questions. The creation of themes was essential because the researcher could explain the findings fully as the theme helped to break the data into categories.

With the creation of themes, the researcher began with the initialization phase whereby she read and re-read the transcripts to get the general understanding of data and the main issues in the Lesotho integrated curriculum as well as the challenges that learners encounter. The understanding made it possible to pay more attention to the most essential paradigms that were recognized and seen in the data. After a theme was created, the researcher presented data that corresponded with the theme and afterwards interpreted it and quoted the participants to further describe their perspectives. Data was also presented using graphics and following is how this presentation unfolded.

Graphical presentation: This is creating diagrams that represent the data collected according to its categories (Denzin and Lincoln 2000). Data that was represented graphically in this study was presented using a bar graph, pie chart or a frequency distribution table. With the bar chart, rectangular blocks of equal width are plotted on the X-axis, representing different categories of the data. The height of these blocks represents the frequency of the categories and is proportional to

the number of percentage in each category. The pie chart presents data (in categories) as parts of a circle or slices of the pie. The strategy is to slice the pie into areas that are percentages observed in the categories *(http:www.cec.nic.in/wpesources/module/anthropology)*.In this category, the graphics that were used to present data were labeled as either "table" or "figure" depending on whether it was a graph or a table. Afterwards, a description of what is in that graphic was given as well as the interpretation that also was accompanied by the quotations of what the participants said.

4.8 Rigour of the study

Brink et al (2012) define rigour as the principle of truth value of the research outcome. It is further described as "striving for excellence in research" which involves discipline, devotion to detail and thorough correctness. The researcher understood the term "rigour" and "trustworthiness" in a study to be of similar meanings or implications and therefore used interchangeably. For the trustworthiness to be observed in a qualitative study, Brink et.al states that the researcher should be willing to let go of the preconceived ideas and judgements about the phenomenon and participants and then participate with openness in the study. Furthermore, methods of establishing reliability and validity in a qualitative study differ from those of the quantitative study hence the study discussed a few methods found relevant for the study at question. These methods include:

Confirmability: Refers to the guarantee that the findings, conclusions as well as the recommendations are supported by the data and that there is an interior agreement between the researcher's interpretation and the actual evidence (Brink et al 2012). Additionally, Shenton (2004) maintains that the researcher must prove that the results arise from the gathered information, not from the researcher's own predispositions. The study, therefore, ensured confirmability by including quotations of the participants' responses as evidence of the findings.

Transferability: This basically means the degree at which the findings of a study can be transferred or generalized to the other samples. The researcher helps to provide a detailed database and thick description so that the next person can establish whether the results of the study are applicable in another setting or context (Brink et al. 2012). Shenton (2004) adds that the researcher is required to give adequate details of the study's context so that the reader can be able to decide if the findings can understandably be applied to the next context.

It is further said by Shenton in reference to Bassey (1981), that when readers believe their contexts to be the same as the description in the study, they will be able to relate the findings to their own context. To improve transferability, the study provided a thorough description of the processes on how the whole study is carried out. This has also been done by stating clearly the objectives, research questions as well as the motivation behind the chosen methods in the methodology.

4.9 Ethical considerations

The study was aware that the participants had a right to refuse and or to withdraw their participation in the study. It also observed the participants' safety regarding the study. Therefore, to ensure the safety of these participants, the following ethical principles were considered:

Confidentiality and Anonymity

According to Bless (1995), in many studies, anonymity is not maintained, especially in a case of face to face interviews, whereby the researcher is in direct contact with the participant. This is whereby the participants need or must be assured that the information they give shall be treated with confidentiality. It is also whereby they will be assured that the given information shall be utilized for the initially stated purpose and that the researcher will ensure that the provided information will not reach any other person.

The other way to ensure the principle of confidentiality is by ensuring that there is no linking between the individual identity of the participant or organization to the research data that can be made (Brink et al 2012). The study understood that the principle of anonymity and confidentiality complement each other as the principle of anonymity is basically about participants' as well as the companies' identities not being revealed in the study. To attain this, the researcher did not use the participants' names at all as well as the names of the schools for purposes of anonymity and ensured that she stores the gathered information safely for confidentiality purposes.

Beneficence and Non-Maleficence

According to Denzin and Lincoln (1994), settings and respondents do not have to be identifiable in print and these should also not suffer embarrassment or harm due to the research or study. Brink et.al (2012) additionally shows that the researcher has to secure the wellbeing of the participant as they have a right to protection from harm or discomfort, whether it is Spiritual, legal, economic physical or psychological. The principle of non-maleficence also implies that the researcher should behave in ways that do not impose evil or cause harm to the participants. The researcher, therefore,

ensured that names of the teachers, as well as the schools, do not appear in the report. She also ensured that no harm or discomfort in anyway was imposed.

Autonomy and Fidelity

According to Jelsma and Clow (2005), observing the principle of autonomy is basically about obtaining an informed consent before any participant takes part in the research or study. The researcher obtained an informed consent which explained everything pertaining the study to the teachers, it also included every detail that came with taking part in the study. The principle of Fidelity, on the other hand, specifies the importance of researchers gaining the participants' trust by being open and honest about possible risks that they could be exposed to. The researchers are further expected to include all the information that the participants would need to make an informed decision regarding the participation in the study (Geilin L 2015). The researcher informed the participants that there would be no risks and benefits in partaking the study.

Respect for participants' rights and dignity and Justice

According to Brink et al (2012), individuals have the right to self-determination. This is whereby an individual has a right to decide whether they want to participate in a study without any risk or prejudicial treatment. These individuals additionally have a right to withdraw from the study at any time, to seek clarification about the purpose of the study as well as to refuse to give information. It is further stated that the researcher must respect these rights by avoiding usage of any pressure or penalty. Brink further shows that in some rural African communities and religious groups, the potential participants may not be self-directed, and the research will have to respect that traditional practice without disregarding the human rights of that potential participant.

Moreover, the principle of justice refers to the participants' right to fair selection and treatment. It is also mentioned that the researcher should select the general study population with fairness and do the selection for reasons directly related to the research problem and not because they are readily available or can easily be used. The researcher also must respect the participant's right to privacy, for example interviewing a participant with a hidden video recording or the general recording of the conversation without having alerted the participant first is an invasion of the participant's privacy (Brink et al 2012). Lastly, the researcher was aware of the emphasis on the participant's

right to voluntary participation and observed all the mentioned principles and respected the participants' decisions.

In conclusion besides the ethical principles that were carefully be observed, the study also obtained permission from the Education Office of Leribe to conduct the study within the primary schools in the district, furthermore, ethical approval and permission to conduct the study was attained from the University of KwaZulu Natal Humanities and Social Sciences Research Ethics Committee . An informed consent was also signed as well and participants were assured that it is within their right to leave or discontinue participation in this research.

4.10 Conclusion

This chapter focused on the methodology employed in this study. Qualitative approach was considered in this study and further considered the case study as the research design. This study was conducted among ten teacher participants in five primary schools that were purposively and conveniently selected within the district of Leribe, Lesotho. The chapter further described in detail, how data was collected, how it was analyzed and the ethical considerations that were involved in the study. Lastly, the principle of truth value of the research outcome (rigour of the study) was explored in this chapter.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.0 Introduction

This chapter presented the findings on the challenges that learners encounter with the Integrated Curriculum, through the teachers' views. The findings were presented graphically and thematically. It is however worth noting that the study initially intended to gather data from three categories being the missionary, government and private schools, because understanding was that these three categories have different means of funding. That is the private schools being funded by the parents, government schools by the government and the missionary ones by the churches. Upon data collection, it was then discovered that missionary schools are funded by the government and abide fully by the government's rules or laws. It was also discovered upon data collection that private schools are selective on the aspects of the curriculum to implement, which therefore leads them to encountering not much challenges as the other schools in other categories. For example, in private schools, learners still write tests for assessment, while assessment packages are used in other schools. Also, while government and missionary schools encounter issues of over crowdedness and depend on the government for resources, private schools do not. For purposes of anonymity and confidentiality, participants were referenced as "P" and given numbers from "1" to "10", while the schools were labeled in alphabets from "A" to "E". Following is the presentation of the findings:

5.1 DEMOGRAPHIC INFORMATION

5.1.1 Participants' age groups

Table 5.1: Participants' age groups

AGE GROUPS	PERCENTAGE OF PARTICIPANTS PER AGE GROUP
21-30	10%

31-40	**30%**
41-50	**50%**
51-60	**10%**
Total	**100%**

Table 1 above, presents the participants' age groups and denotes that, only one (10%) participant was between the ages of 21 and 30 while three (30%) were between the ages of 31 and 40 and five (50%) more were aged between 41 and 50 while one (10%) is of age 51 and above. The researcher found it necessary to find out the age groups of the participants. This is because, in as much as the participants were purposefully selected, the researcher was interested in knowing if the age groups could somehow be of impact to the learning progress. The researcher believes that, in most cases, teachers who are senior in age are more respected by the learners also, it is believed that when the teacher is older, it means they have more experience with the learners and therefore now know what to do to unleash potential in the learners. Contrary to that, younger teachers are believed to be more active, innovative and able to be creative with how learners can best learn. In this study, most participants were senior, however their ages (both young and old) did not seem to have an effect on the learning progress.

5.1.2 Participants' years of experience (Before the implementation)

	0 to 10	11 to 20	21 and above
■ Participants	6	3	1
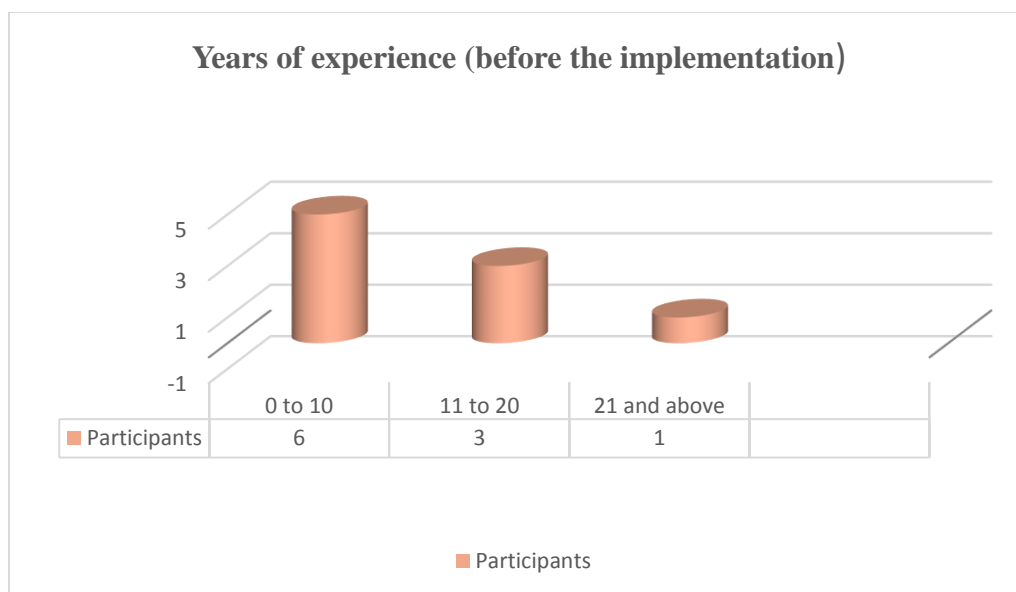
Figure 5.1 Participants' years of experience before the implementation

Figure 5.1 presents the participants' number of years in teaching before the policy was implemented. It shows that six participants had experience of years between 0 to 10, while three participants had experience of years ranging between 11 to 20 and only one participant had been teaching for years that are 21 and above. It was important to find out about the years of experience before the implementation because it helped the researcher to assess if the participant had experience before the implementation so to compare the learners' experiences.

5.1.3Participants' years of experience (Since the implementation)

Chart Title

	0 to 10	11 to 20	21 and above	
Participants	10	0	0	
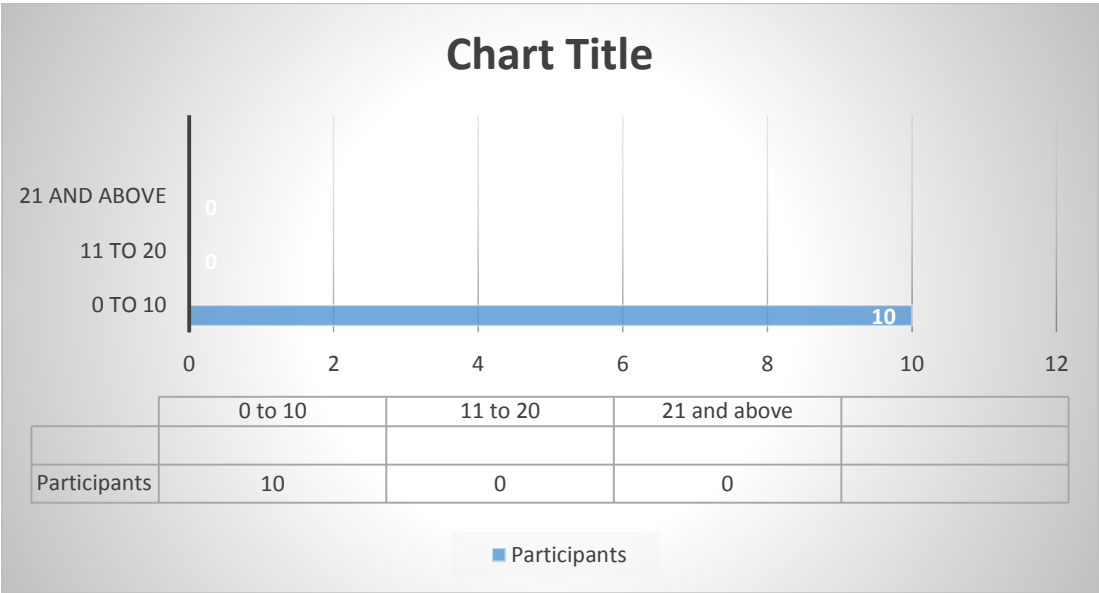
■ Participants

Figure 5.2 Participants' years of experience (since the implementation)

Figure 5.3 simply displays the number of years in which the participants had been teaching since the implementation of this policy. The policy had been implemented in 2013, which means that in 2018, the implementation had been going on for six years. All the participants showed that they started teaching this curriculum in 2013 hence the graph is of the same length. The importance of this question was simply to establish if the duration of teaching within the implementation of this policy was enough to help assess the challenges that are encountered. And with number of years mentioned, the researcher finds them sufficient for the teachers to be able to say the challenges as they teach different grades.

5.2 Challenges of integration for learners

The presentation of these challenges will not be done in terms of how many participants stated which challenge because most of them mentioned different challenges that cannot be grouped into one challenge.

5.2.1 No repetition of grades

The initial challenge that was also considered as the main challenge that the learners encounter is that they no longer repeat grades. One participant showed that it is a challenge because *". . .as levels of grades go higher, the syllabus gets hectic on learners that ought to have repeated certain grades*" (P1 from School A,2018). Other participants additionally showed that, since they (learners) did not get to repeat some of the grades that they struggled in, some still do not know how to read and write which has gotten some of these learners struggling in this level.

5.2.2 Reading and writing skills:a struggle

The challenge of learners not repeating grades also led to another challenge of learners being unable to read and write in higher grade. One participant said *"Some of the learners reached Grade 6 still unable to read and write, which made it more difficult for them to be at the same level with other learners"* (P2 from school A,2018).

5.2.3 Loss of motivation

The other challenge of integration on learners that was mentioned is that, learners have lost motivation to go to school or to take their school work seriously. "*You'll find that some learners no longer come to school when they feel like it*" (P7 from school D, 2018). The other participant from another school also showed that "*Learners know that they won't be repeating grades, so even during the assessment days, they just don't come to school and very few students still do their homework"* (P4 from school B, 2018), this shows that the fact that learners no longer repeat grades has affected their motivation towards striving harder towards a good performance, or to even pay much attention to their school work.

5.2.4 Loaded syllabus

The other challenge that was mentioned is that the new syllabus contains too many items that need to be covered in a short period of time. One of the participants said "*The curriculum has too many LO's* (which were called topics in the past curriculum) *in one week. You find that there is not much time to teach these LO's until the learners understand. We teach one L.O in a day and not all learners understand at once*" (P3 from school B, 2018).

5.2.5 Integration and confusion for learners

The integration brings confusion for learners because teachers do not have to do translations. It was shown that *"When I teach "**clans**" to the learners in English, I don't have to translate what those are in Sesotho. So, whoever that is going to teach them "**liboko**" in Sesotho, will have to wait for me to get done with the clans first then come teach them in Sesotho, which sort of influences confusion among the learners"* (P2 from school A,2018).

5.3 Benefits of integration for learners

The presentation of these benefits is not categorized according to the frequency of the benefits as participants mentioned different benefits which were also categorized into different sub themes.

5.3.1 Fast learners and integration

Regardless of the many mentioned challenges, integration of subjects has been said to be beneficial to the fast learners in class and the slow learners are disadvantaged because if they got lost initially, they spend the entire day not following on anything taught throughout the day. It is also said that within this integration, learners should spell using phonics and the mixture of these phonics confuses the learners. "*we initially never taught learners how to spell using phonics, we only used alphabets. Now our children struggle with differentiating these. For example, a child calls out the phonics when they spell the likes of "**Bana**" in Sesotho and when they spell the same phonics in English."* (P9 from school E,2018).

5.3.2 Aspects of the integration that worked better for the learners

Regardless of the afore mentioned challenges brought by the implementation of this policy, there are other aspects of it that seem to work better for the learners and figure 5.7 is a presentation of the findings on the aspects that work better for the learners.

Two participants showed that the content of the curriculum somehow works for the learners. The first participant showed that this integration somehow clarifies things better for the learners ". . .because after I taught them something elsewhere and then when we get to integration, it brings more light to the student, however it benefits the fast learners more than the slow learners"(P3 from school B,2018). The second one showed that the design as well as the content of this policy also becomes beneficial to the learners. "The design of this curriculum is helpful even though the resources are insufficient. If a learner would leave grade one knowing how to count and read, it says as they go further, they will not encounter too many hardships also they go further already computer literate, it works for them and the future, because imagine getting to a different country not knowing how to even print, this curriculum will help groom the learners at a younger age" (P1 from school A,2018).

The creativity and entrepreneurship has also been mentioned to work better for the learners. One participant showed that this is where the learners bring clay soil to create items and at times they create them(items) through crocheting and this is where more enthusiasm and liveliness is seen among the learners and some get to unleash their creativity. It was further shown that this is where the learners show some eagerness and excitement. "With music and dance, some learners are normally excited when we get to that area, I think their parents are also supportive with this one because these children are normally able to bring attire like suit for dance, we even have two students who will be going for the dance competitions in Maseru" (P7 from school D,2018).

"Some of our learners excel in this area of creativity, there is already one huge mat that one of these students has done, other students collected just random planks from the street and have made a very nice table. There is a lot that they do, it's just that here and there they still need to be pushed for them to do some of the things" (P4 from school B,2018). Life Skills is one other aspect that seems to be working for some of the learners. ". . . in this area, we teach our learners about issues around life, how to take care of themselves and how to interact with the society. We also teach them the likes of anger management and respect. On this respect aspect, there is a positive

reaction, so much that I feel like if this area was part of the curriculum earlier, our society would have been a better one" (P9 from school E,2018).

Moreover, computer literacy has also been shown to be another aspect that has worked better for the learners, because with it, they also seem interested and make effort to explore in it. "*It is normal for students to make noise when the teacher is not in class, but normally when they are in the computer lab, even if I go out, there will not be that noise, there is always something they do even though others will still be naughty and resort to games*" (P5 from school C,2018). The aspect of the curriculum that states that learners should no longer repeat grades which was also initially mentioned to pose a challenge for the learners was also said to have brought a positive change in some grades in terms of attendance. *"As compared to the previous curriculum, learners now don't miss school as often as they did previously, they also come to school looking very neat. Previously, there were students who'd come to school looking like they did not bath, and they would often say they bathed with water from Mohokare (the river that separates Lesotho and South Africa). Of late, there are no such cases, I think parents are also excited that their children will not be repeating, hence this positive change*" (P10 from school E,2018).

 The other aspect that has been seen to work better for the learners is the style at which they are now marked, whereby a full triangle is given to the learner who got everything correct and a sledge "/" or a "L" like shape are given to those who didn't get everything correct. "*For slow learners, sometimes even when they got everything wrong, I put the whole triangle, which implies that they got everything correct. I have seen that put happy faces on some of the learners and since then, their attitude towards school changed positively"* (P2 from school A,2018).

5.4 Drawbacks of integration for learners

As benefits of integration had been mentioned earlier, it was also important to look into the drawbacks of integration. They also are not categorized as per the frequency as the participants mentioned different drawbacks which some of them were categorized under different sub themes.

5.4.1 Role of parents

It was found that parents also have a role in the drawbacks of integration for learners. In support of this, P2 from school B (2018) showed that some of the parents "cheat" ages of their children so

that they (children) can begin school at an earlier age and then find that the content gets too much for the learner as they are younger than the recommended age for that particular grade. This participant showed that "*. . . since we get children's ages from their clinic booklets upon registration, you find that some parents write wrong birthdates just so that the child can qualify for grade one and then because they don't repeat these grades even when they are struggling, as they go further, the content becomes too much because they are still young for the grade*".

Additionally the other challenge in none Private schools is that parents or guardians do not want to take responsibility towards learning of their children. One participant said "*Since the school is government school and offers as free primary education, the parents expect their children to be provided with everything. Some will not even buy their children exercise books when those that the government had given them are full. Or just knitting needles and wool. Now, sometimes these learners have to learn from those that their parents had agreed to buy the material how the knitting is done*" (P3 from school B,2018). This participant additionally mentioned that "*... parents are aware that their children no longer repeat grades, so even if we call them for meetings, to either discuss how they should assist their children or the learners' performances or why the child needs to repeat a grade, parents do not at all show up for these meetings that they are called for*" (P3 from school B,2018). Also,it was mentioned that "*Parents and guardians of these children do not make follow ups on their children's work at all, so much that it seems as if they have given all the responsibility to the teachers but are very quick to show up at school when the learner claims to have been beaten by the teacher. Also, these parents depend too much on the Free Education and refuse to buy anything for their children especially stationery. Yet when the learners are to take trips, most parents pay for these trips or the suits for the dance classes, other resources, they talk about the Free Primary Education*" (P9 from school E,2018), another participant mentioned.

5.4.2 Lack of resources

The other mentioned challenge was that learners cannot learn effectively because of the insufficient study material, infrastructure and the issue of over crowdedness in classrooms. "*Some of these subjects, you'll find that they need to be carried out in a laboratory, but the school does not have it and the teacher now has to explain to the learners without them seeing what is talked about*" (P7 from school D, 2018).Another participant also made an example in support of this that

". . . they do music and dance as another subject in class, but there is no qualified teacher to teach them how to dance or so." (P3 from school B, 2018).

It was further showed that *"In Grade 6, they are also required to play chess and even go for its competitions, but there is no one to teach chess in this school or that chessboard". "...there is only one computer in this school, so the learners can never be able to use it, all one has to do is to show them that "this is a mouse and it does this. . ."*(P10 from school E,2018).It was shown that most of these learning areas that are supposed to be practical are only instructed theoretically due to the insufficiency in resources .It was also shown that due to over crowdedness in classes, available resources still don't accommodate all learners and that assessing their individual learning progress becomes ineffective.

5.4.3 New curriculum out of reach for learners

The concepts used in this new curriculum are said to be higher than the learners' capabilities. *"Back before this curriculum, in Mathematics, they used to count from one to million, currently they have to count from one to billion and some learners struggle. In English, they construct the likes of complex sentences, which back then were done in higher grades. ."* (P5 from school C,2018). In emphasis on this, another participant said *". . . Basically, this curriculum benefits the fast learners and becomes more challenging on the slow learners because of too much content and high concepts"* (P6 from school C,2018).

5.4.4 Overloaded content

One other challenge of integration for the learners is that the content of this new curriculum has been mentioned to be a bit higher than the learners such that it becomes out of reach for them. It was mentioned that *"Children in grade 3 have to be able to count from one to 1000 and it has changed a lot because they also learn sets and place value of three digits. The insufficient time for these LO's hinders some children from grasping what has been taught"* (P 8 from school D,2018).

5.4.5 Design of the curriculum policy

The Lesotho Integrated Curriculum and Assessment Policy was said to have been implemented among other reasons, to make the curriculum more learner centered than it being teacher centered.

However, one of the participants showed that the other remaining challenge this curriculum can't be learner centered as per the intention. It was shown that due to the limited time allocated for each LO, there is no sufficient time to let the learners think creatively and critically, so much that the teachers end up telling them the responses. Of which is a challenge because it is said that learners remember what they created themselves not what they were told. The participant said *"Akere a lesson has to be learner centered; this one fails to be learner centered because there is too much work to be covered. You'll find that you end up copying for them because you have to rush towards completing all that's set for the day because there's also a pressure that comes from the facilitators who want to find the work done when they come to check up on us. Six LO's in one day are too much for the children honestly and we end up doing the work for the facilitators' impression and leave the learners behind"* (P7 from school D, 2018).

5.3 Basic causes of the challenges encountered

The presentation of these causes is also not categorized according to the frequency of the causes mentioned as the participants mentioned different causes altogether.

The initial cause of these challenges that was mentioned is that too much content and limited time is the major causes of the challenges that learners encounter. One participant showed that "*There are too many LO's that have to be covered in a very short period*" (P1 from school A,2018). While the other showed that *". . . Now during the assessment period, you'll find that it takes too long, causing the LO's to suffer in terms of time and then afterwards, the teacher strives to cover for the lost time, which now exerts more pressure on the learners*" (P 9 from school E,2018).

The other mentioned cause of these challenges is the design of the policy. The participants showed that, they are obliged to follow the curriculum as it is and now some of the things do not happen as the curriculum expects or does not deliver towards the needs of the learners. *"...The curriculum says that every learner will have learned something in class, hence they should not repeat grades, but when facilitators come to assess the progress, they expect to find the learners able to read and write, of which is not the case in most times"* (P3 from school B,2018).

The other cause that was mentioned is that, in most cases, even the teachers are still confused with how to implement this curriculum. Another participant brought to light that even the facilitators

that facilitate training and follow up also seem to be confused or uncertain with how the curriculum should be implemented. *"…When they come and find me doing something differently and they ask why, when you give them the reason why you are doing it like that or end up debating with them, they end up saying it's okay"* (P4 from school B,2018). Another participant said, *"Even at these workshops, when you ask a question, the facilitator will ask to call so and so to confirm, so it confuses us teachers at times to an extent that we end up delivering to the learners with confusion too and lessens the effectiveness in the learning"* (P2 from school A,2018).

Furthermore, the issue of the Passover seemed to be one cause that somehow leads to the others. The participants showed that because of the issue of learners not repeating grades, they have lost the enthusiasm to put effort in their schoolwork. In addition to this, one participant said that, *"They have also named it "**pele fela**"*, (which is a slogan that they adopted from one of the political parties, which in pure translation means "forward only")" (P8 from school D,2018). The other participant said *"They know that whether they put effort or not, they will still make it to the next grade together with those that make effort, this is why they even call it **pele fela**"* (P 10 from school E). Another participant showed that, *"Parents and guardians are also aware that their children no longer have to repeat grades . . . even when you ask them to come to school and discuss with them why their children need to repeat a particular grade, most of them refuse and say that their children do not have to fail"* (P 4 from school B,2018). This says that some parents do not at all expect their children to repeat grades regardless of their struggles.

The other cause of these challenges has been said to be the insufficient resources to learn effectively and the policy of Free Education. One of the participants said, *"because of the Free Primary Education, parents and guardians do not want to pay for anything that is needed by their children at school, only a few do"* (P7 from school D,2018). While another explained that *". . .these learning areas include the likes of creativity and art, and within this, learners do the likes of knitting, but some parents will not bother getting their children the items like wool and crotchets that are needed, because they are expecting the government to provide everything"* (P 3 from school B,2018). Banishing of corporal punishment was another cause mentioned by one participant. *"Basotho children grow up being disciplined physically, so now we no longer have to do it on our learners. So it gets difficult to be in a class of more than 50 learners and try to show them the way just verbally…these children no longer care, some will still not do their*

homework or come to school or put more effort in their school work and nobody is expected to raise a hand to them. (P1 from school A,2018).

Lastly, the other cause that was mentioned is that parents or guardians have less interest in their children's school work. *"Most parents and guardians of the learners seemingly do not follow up on their children's school work to encourage them to put more effort, because if a parent checks on the child's work and the child goes for days without a class exercise or being marked, they would have to follow up with the school, whether the child still attends school or even check why the child's book was not marked in days. . ."* (P5 from school C,2018).

5.4 Assessment of individual learners' performances
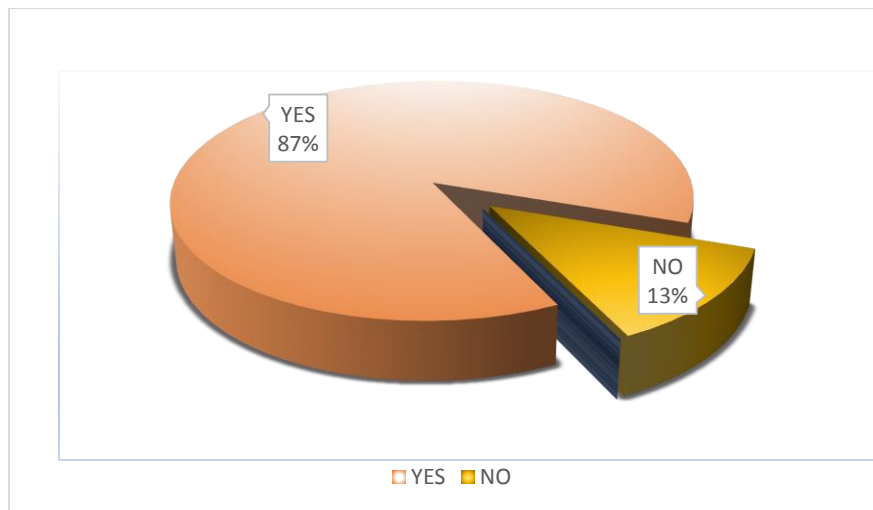
Figure 5.3 Assessment of learners' individual performances

Figure 5.3 shows that 87% (7 participants) showed that they can assess the learners' individual performances. One of the participants indicated that "*It is possible to assess these learners because we only create portfolios for them and then assess them with the assessment packages. But the problem is that it takes too long, so much that it affects the time allocated for the LO's*" (P1 from school A,2018). While the other two showed that ". . .*we still give the monthly test assessments, so we are still able to assess their performances effectively. . .*" (P5 from school C,2018). "*. . .with us, we don't use the assessment packages like the policy stated, instead they write tests like in the previous curriculum, so yes we are still able to assess them*"(P6 from school C,2018). The other

participants only showed that yes, they can assess the performance effectively with no further explanations. The figure further showed that 13 % (3 participants) showed that effective assessment of the learners' individual performances is not possible. One participant showed that *"there are more than 60 learners in class and so I am unable to reach all of them within the expected time. . ."* (P8 from school D,2018). The other one said *". . . remember I showed you my class registers, and there's over 70 students with others still being absent? It is impossible for me to assess all of them and still be on time for the LO's.Yes we do portfolios but, in class, I don't really get to reach all of them and see if they really understand what I am saying…"* (P9 from school E,2018). The other just showed that the inability is due to over crowdedness in class.

5.5 Effects on the performances

Most of the interviewed participants showed that the implementation of the curriculum has a negative effect on the performances of learners whereas only one participant showed that it has a positive impact. Following is a presentation of the findings on the factors that led to the negative effects as well as the positive one:
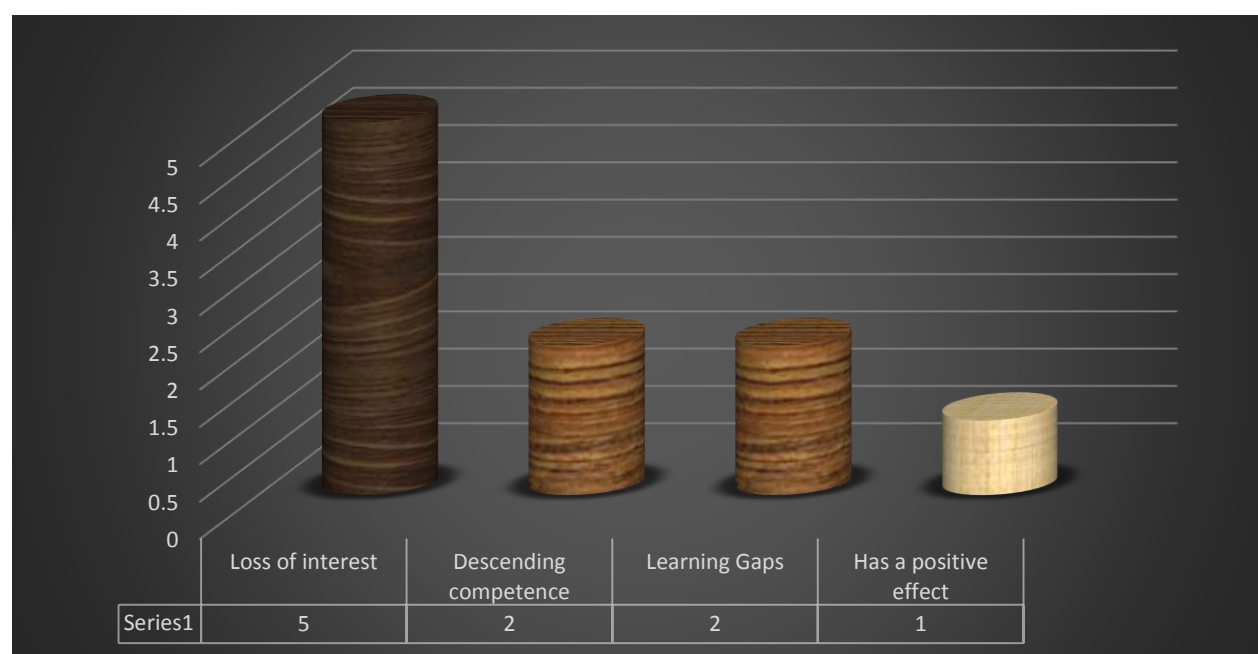

Figure 5.4 Effects of the policy on the learners' performances

Lost interest in school work: figure 5.6 Shows that five participants as presented in the figure, showed that the learners have lost interest in school work. This is one factor towards the negative

impact that the curriculum has on the performances. One participant said *"yes they get excited when it's time for these practical areas like dance. . .but our learners no longer do their homework, only a few do it. I am not sure if it's maybe because their parents are not able to assist them, or they generally are not interested in their schoolwork"* (P3 from School B,2018). Another participant showed that *"their performance has actually declined. As young as they are, they already call it "forward we go". Yes they still come to school, but as you saw my registrar, there are 90 learners in one class, the space is very limited, and some had to sit facing the other way just so they could all fit. Now those who are not able to sit facing towards the board and see, they end up not paying attention and losing interest in learning whatever that is done for that day"*(P9 from school E).

Additionally, another participant showed that the learners are aware that whether they make effort or not, they'll still move to the next grade. The participant emphasized that they do not even do their homework, and some do not go to school even on their assessment weeks. The other said *"our children are no longer that interested because even with these practical areas that one would think best interest them, they don't all show interest and I've noted earlier that even material that is easily accessible, they wouldn't make effort to collect those materials and bring them to school"* (P1 from school A,2018). The last one said *". . .even their attendance at school is not impressive. The school had to divide classes into shifts so that we can try and defeat the challenge of over crowdedness, now the upper primary learners have their classes from 11h30 to afternoon. This is when that some end up not coming to school at all and I doubt their parents are able to monitor this because on most cases, the parents are at work when it's time for their children to go to school"* (P4 from school B).

Descending competence: two participants said that the implementation of this curriculum has caused incompetence within the students, which contributes to the negative effect that the curriculum has on the learners' performances. *". . .since children do not write tests anymore, they no longer get to see that so and so did better than they did and strive to do better. . ."* (P2 from school A,2018). The other participant said *". . . Also, the fact that the policy states that each learner will have learned something in class regardless of how minor it is, it means that even if they got everything wrong in a given exercise, the teacher would have to put at least a sledge **"/" (which***

is part of the triangle that is now used when marking), *which then gives the learner an impression that they got something right and not attempt to do better. . ."* (P7 from school D,2018).

The other graph in the figure shows that two teachers (one of these participants is from a private school) showed that the curriculum has influenced learning gaps and therefore led to the negative effects on the overall performances. The implication of "*learning gaps*" here is that learners who are intelligent or bright don't encounter much challenges and that they are able to keep up with the pace while understanding what is taught, while those that are slow learners remain in the dark and encounter challenges of not understanding what is taught.

Both participants showed that this curriculum benefits the learners that are fast learners and are at advantage of resources. The participant said "*Like I showed earlier, this is actually in two ways, those that are already intelligent, it benefits them, but it is a bit dangerous on slow learners. It is dangerous on slow learners because there is too much content and they fail to grasp everything. Also the concepts in this level are a bit higher than their capacity*" (P5 from school C,2018).The other showed that *". . .because some of these areas demand resources, that often times the school does not have, these children whose parents are able and willing to get them these resources learn faster than those who do not have the resources*"(P10 from school E,2018).

Only one participant who is from a private school showed that in as much as there is too much content, the curriculum has not affected the performances negatively. *"with us, if a learner is struggling and we see it fit that he or she repeats a grade, we call the parents and explain to them why we suggest that the learner should repeat a grade…most of the parents understand and let their children repeat in that way they are able to learn at their own pace without being rushed to the next level"* (P6 from school C,2018).

5.6 Sufficiency in the resources

In emphasis that there are in sufficient resources to help learners adopt into this curriculum, one participant showed that "*There are no resources at all. The only available material is text books. The likes of domestic science in this curriculum where a learner needs to learn the likes of tie and dye, there are no materials for that*"(P3 from school B,2018). The other one showed that "*Our Free Primary Education Policy has gotten the parents to relax. The school has a very high enrolment of students; the government also gives material like exercise books and stationery just*

once in a year. Now you will find that each learner gets just one exercise book and a pen or pencil, and you'll find that learners write everything in one book because their parents do not get them additional exercise books and sometimes they (learners) *can't differentiate what is what because they have all the subjects in one book"* (P1 from school A, 2018).The other participant said *". . . To show you that these resources are not enough, you will find that, in the whole school, we only have five chart papers. Now imagine how one would make teaching aids for the learners when there's only of them throughout the year"* (P9 from school E, 2018).

Moreover, another participant talked about the relevance of the resources and said *"The material that is provided does not correspond with this curriculum, most things have changed in this curriculum yet our government still gives material that corresponds with the past curriculum"* (P4 from school B,2018). Additionally, another participant said *"The curriculum includes things like dance, but there is not even a radio or a hall or even a teacher who specializes in dance to teach learners. We only just have to remember these "cha cha" dances that we used to do and then teach these children"* (P7 from school D,2018). The other participant referred to the previous example and said *". . . like I told you, there is literally one computer in this school. Now I cannot teach these many students with just one computer, it means I will now have to do it theoretically only*" (P8from school D,2018). The similar issue of computers was raised in another school where by the participant said "*you can see there are computers, as many as they may look, not all of them are functional. Also, we don't have teachers who specialized in computer or rather more computer literate now we are compelled to seek assistance from other teachers who know and understand it better because the training that was provided was only done once*" (P 10 from school E,2018). The other participant said "*I remember asking them in grade 3 to bring wool and crotchet to learn crocheting. Only four learners in the whole class brought those items. The policy says that these should be learned in this level, but the government only provides stationery not these items and the parents also do not want to buy them"* (P2 from school A,2018).

From the private school the participant said "*we do not have enough resources, but we normally ask the parents to buy the items that we may probably need. But in other instances whereby we need assistance in terms of knowledge, the principal normally invites someone to come and facilitate a workshop or training"* (P6 from school C,2018) , while the other teacher said *"we don't struggle that much in terms of practical areas because the likes of computer classes, their*

fee is added in the learners' school fees. Meaning that it will be easier to maintain or get other computers when they are short" (P5 from school C,2018).

5.7 Strategies adopted by teachers to help learners adapt to the new curriculum
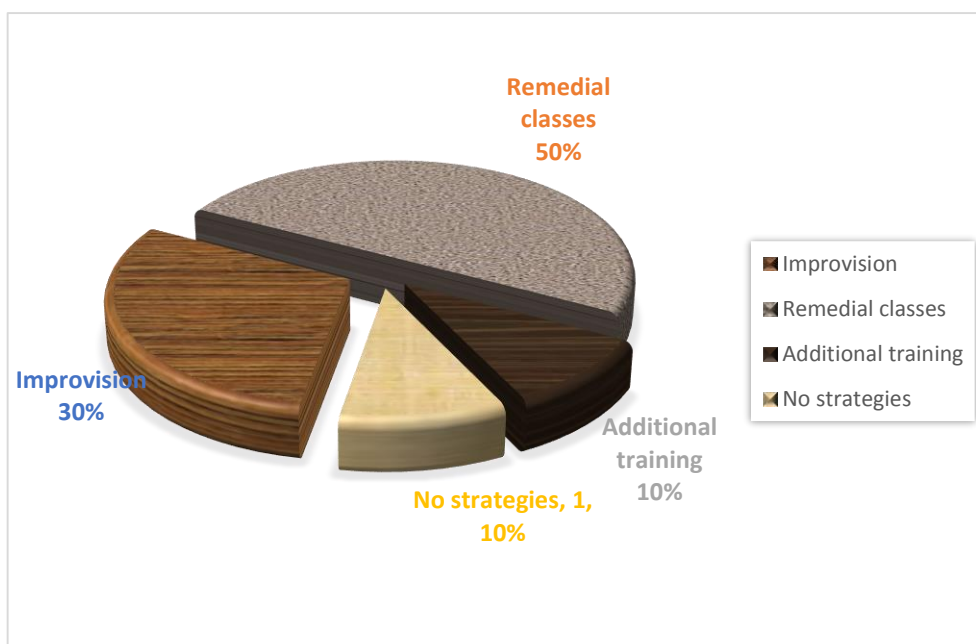

Figure 5.5 Strategies adopted by teachers to help learners adapt to the new curriculum

Figure 5.5 shows that out of the 10 interviewed participants, five (50%) provide remedial classes to help learners adapt to the new implementation. Remedial classes were defined or described as those "***additional classes that learners that are struggling are given after school on daily basis***". "*On most cases when we learned that there are children who struggled throughout the day, we normally have extra classes for them after school so that they can be assisted and be able to be on the same page as the other learners*" (P7 from school D,2018). The other participants just mentioned that they provide remedial classes for the learners that are struggling but did not give a different emphasis to the one that was given by the initial participant.

The figure further shows that the other strategy that is used to help the learners cope is "Improvising". Since the other challenges that the learners encounter are rooted on the insufficient or the absence of the resources, teachers themselves end up improvising. One of the teachers described this term as an act of a teacher to either be creative, or to provide whatever that is needed for learning to continue. *". . .Most of the text books or material is meant help these children arrive late, because the previous Grade 6 learners got the text books towards the end of the year*

and now it's February, but we haven't gotten the books. In cases like this, I end up using my data to surf the net and help the learners with whatever that needs to be tackled for that day" (P4 from school B,2018).

The other participant additionally said *". . . We end up improvising, because, I have a case whereby these learners need to learn how to use a dictionary, but neither the school nor the parents are providing these learners with those. So, I ended up bringing my own dictionary, so that the learners could see how a dictionary is used sometimes one just must be creative like break sticks into shorter lengths so that the learners can learn how to knit, since these very knitting needles aren't available from both parents and the school*" (P2 from school A,2018). The last one differed a bit from other participants because she showed that, where there are struggles, the school normally gets someone from outside who is more experienced to come and assist the learners. "*. . .For example, the likes of dance, is part of the new curriculum and most teachers can't teach that, the school normally gets someone to come and teach that and then parents or the school pay, depending on the cost*" (P5 from school C,2018).

One (10%) participant showed that additional training of the teachers is one strategy that has helped the learners adopt into this implementation. As mentioned earlier, that some of the learners' challenges stem from the teachers themselves being confused about this curriculum, one participant showed that the additional training (to the teachers) was essential. "*Because most of us used to leave those workshops still confused, we teachers of this side have decided to meet up with other teachers occasionally and share our challenges and come up with strategies to solve them. Also, the likes of computer studies, those that were not fully informed or literate in computer, these very teachers help them to learn more about it*" (P 10 from school E,2018). And just one (10 %) said nothing at all has been done to help the learners adapt to this new curriculum.

5.8 Means of support that teachers get to help learners adapt into the new curriculum
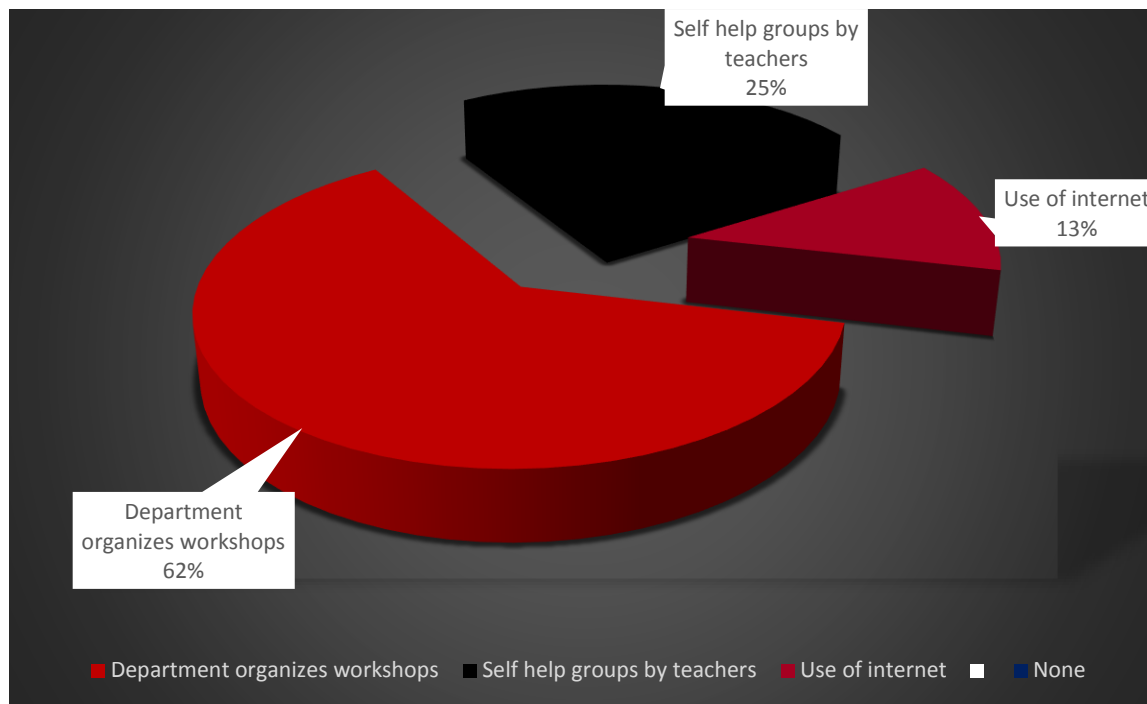

Figure 5.8 Means of support that teachers get to help learners adopt into the new curriculum

Figure 5.8 presents findings on the means of support that the teachers get in assistance with the implementation of the policy. It shows that five participants said that the only means of support they got is workshops. *"We have only been called for workshops though it was before the implementation"* (P3 from school B,2018). The other participant showed that in terms of computer literacy, they were also called for workshops to be trained on how to teach computer literacy. Additionally, the other participant contemptuously said, *"Nothing besides those workshops that we attended when the curriculum was introduced"* (P8 from school D,2018). The other two participants did not elaborate about the workshops that they attended; they only mentioned that it's only workshops that they attended.

The other means of support was that, teachers in schools that are nearby created some sort of a group so to help each other with the challenges they encountered. *"Sometimes when we didn't understand or hear what was said at these workshops, we'd come together as teachers and discuss what was said"* (P1 from school A,2018). In addition to this, the other participant also showed that *"... in other instances, you'll find that what the LO demands us to teach then, does not correspond*

with the season in which it is expected to be taught. For example, the LO could expect us to teach about something that happens in autumn and you find that it's expected to be taught in spring. We then come together as teachers discuss this and then agree to substitute the LO's so that the autumn one can be taught in autumn" (P 9 from school E,2018). Only one participant showed that the other means of support they get is the school visits, that is, there are assessors who normally go to school to check upon the teachers' and learners' progress with the implementation and assist where need be.

Only one participant brought forward the fact that the internet for research has been the source of support in the implementation of this curriculum. The participant showed that *"text books arrive very late and if there's a topic that has to be done, but does not appear in the old text books, it means I have to rely on the internet and do some research. . ."* (P4 from school B,2018). The last participant said, *"I cannot really say there has been support because even the workshops that we were called for, the facilitators were not so certain about what they were telling us at times if the facilitators were different, they'd tell us different things"* (P8 from school D,2018).

It was important to find out if there are any means of support that the teachers got in order to help the learners to adapt into the implementation. This is because if the teachers adopted strategies to help the learners cope; it means at some instance they needed support to implement those strategies. However, from the responses given, the study concluded that not much support was given to the teachers. For example, it is evident from the explored literature that trainings were insufficient. So, if the teachers were called for the workshops just once when the policy was to be implemented, it means that workshops were not helpful with coming up with strategies to reduce the challenges, especially when the facilitators were also confused. Also, the school visits that were made have been found by this study not to have been useful. Especially because some of the participants showed that the assessors were not approachable and, they did not assess all areas of learning but only expected to find the learners able to read and write. The unions of teachers to tackle the challenges together and to discuss some of the aspects of this policy as well as the consultation with the internet are all that the study found to be of support to the teachers.

5.9 Additional comments

The aim of this section was to get additional views or comments regarding the integrated curriculum from the participants. The researcher found it worthy to include the additional

comments that the participants had. Because firstly, the other intention of this study is to raise awareness to the policy makers and involved stake holders on the possible challenges and the impacts imposed by the implementation of this curriculum. So it was worth adding these comments because some of them are not within the scope that was structured by the research objectives yet found important to be noted. In this section, all comments were put without being categorized and following is a presentation of these comments.

It was mentioned by one of the participants that the firstly the pilot schools probably did not include schools with high roll of students, so much that the participant believes that the pilot schools gave an impression that the implementation of this curriculum is doable whereas it is not. The participant also included that "*The curriculum says that the learners have passed depending on what they know. Our learners know different things like the indigenous games that they play, but when the assessors get here, they expect to find learners that are able read and write and never check what they can do*" (P3 from school B,2018). The other one showed that "*Maybe if the teachers were involved in the formulation of this policy, then they would have been able to tell the parts that would be heavier on the learners*" (P5 from school C,2018). It was additionally said that "*the very people who facilitate these workshops are also not approachable and intimidate us. They normally say phrases like "by the time we come for assessment, we must find the work done" which sort of exerts pressure on us, to teach to reach the assessor's expectations more than to see that the learners are grasping what is said*" (P1 from school A,2018).

Another participant felt like the government adopts international policies that are impossible to implement in Lesotho. The participant further made example that the policy expects the learners to be computer literate, yet the stake holders did not provide computers to the schools. It was additionally shown that "*parents are selective with what to pay for in that, they always say the schools are of free primary education when they have to either pay for stationery or any other resources. Yet for the school trips or the dance attires, they are able to pay*" (P7 from school D,2018). Most participants insisted that the workshops that were provided for this implementation as well as the overall support given were insufficient.

Furthermore, one participant brought forward the fact that this curriculum leads to a poor foundation in the learners' education. It was also shown that if the curriculum was rather implemented in high school only, it would be better as literacy would have been instilled

effectively in Primary School. *"Integrated curriculum would have been beneficial in it began in Grade 8 and then primary schools should focus on instilling independence with how to read and write among learners. In grade 8, a learner is at least knowable to see what he or she is in school for. Now, with it beginning at lower primary, the learners are still very young and them not repeating grades makes it seem as if they are just in school for the sake of it, because they do not understand what it is all about. They'll only excite over the fact that they are in the next grade, yet unaware that they did not acquire certain skills in the previous grade"* (P4 from school B,2018).

It further was added that the policy that banished corporal punishment in school further made implementation of this curriculum more challenging. *"I'll refer you back to my example and show you that, in my class, there are 70 learners who came to school today. Now, the people who banished the corporal punishment say that we know other methods of discipline and that we could also counsel these children when they are out of way. How I do that to 70 individual children?! And bearing in mind our cultural belief of discipline, these other ways will not be very effective if you ask me"* (P9 from school E,2018). *"In order to defeat the challenge of overcrowding in classes, the system of working in shifts was introduced. This is whereby the lower primary learners come to school from 7:30 to 11:30 and the upper primary learners attend from 11:30 into the afternoon. The problem with this working in shifts is that now the time for teaching has decreased and we can't do much with the learners in a day"* (P2 from school A,2018).

The curriculum also seems to be posing challenges to learners after completing Grade 7. This is because one participant said *"The government says that learners should apply for intake in the nearby High Schools after they complete Grade 7. Meaning they are no longer accepted due to their merits. Now the problem is, for example, we encountered an incidence whereby our school had 200 Grade 7 learners and the high school that the government had picked as nearby for us, only accepted a certain number of learners for Grade 8. Those that were not accepted and couldn't get school elsewhere are loitering around the village now not going to school at all"* (P8 from school D,2018).

It was further shown that the teaching in shifts as well as parents who don't pay attention to their learners' work has also influenced misbehaving. The participant said *"Grade 3 learners go home at around 11:30 when their school is out. And around that time most parents are still at work and nobody is left at home. Now this other time, these two children after school went to the other's*

home, when they got there, this one who visited, saw a M200.00 and stole it. The school was only alerted when the parent was told by her child as to who last visited the home in the absence of the parent and the learner who took the money had to be beaten for him to reveal that he took the money and bought a watch" (P10 from school E,2018). In the issue of parents' not paying attention to their children's school work, it was said "*We have this learner in Grade 6, who has not been coming to school for almost a month, but the parent was convinced that the child still came to school because whenever the child left for school, he wore uniform. The only time that the parent learned that the child was not attending school was when he had to come fetch something from him at school and then we revealed that we haven't seen him in a while. It was then discovered that this child used to go to the boarder every day to help people carry their luggage for M5.00. If parents followed up on their children's work, this parent would have picked that the learner isn't attending school because no child can go for more than three days without a class work and not be marked*" (P9 from school E,2018). *"The parents have abandoned their children's homework so much that they give comments like "tell your teacher that I have long completed school" when they have to assist the learners with their home works*" (P6 from school C,2018).

5.10 Conclusion

This chapter focused on presenting the findings from the participants that were interviewed. The findings suggest integration causes challenges to the learners in all the categories of schools. The challenges include the issue of too much content within a limited time, making it difficult for learners to grasp everything. The issue of the learners not repeating grades anymore also posed a challenge as slow learners find difficulty in the next levels. Most of these challenges were associated with the fact that, due to the issue of learners not repeating grades, learners still had problems with reading and writing and also the fact that the learners have taken their work less seriously.

It was further noted that there are insufficient resources to help learners adapt into the new curriculum. The findings further showed that the implementation was found to have influenced factors that led to its negative effects on the learners' overall performances. Lastly, it is worth noting that the findings showed that missionary schools are also funded by the government not the churches. The results in this chapter will be discussed in the next chapter.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.0 INTRODUCTION

This chapter sought to interpret and to discuss the findings and shall be guided by the research questions. The discussion of these findings shall also be juxtaposed with the literature that informs this study. It is also worth noting that the guiding research questions are paired according to their interrelationship and then interpreted and discussed jointly.

6.1 Challenges of integration for learners and their basic causes

The issue of learners not repeating grades was considered a challenge because it is said that the curriculum gets hectic mostly on the learners that ought to have repeated the previous grade. The other issue was that, this curriculum gets more hectic on the learners whose ages do not permit them to be in greater grades (according to the Education Act) and had to repeat the previous grade but did not (P1 from School A, 2018). The other issue that was mentioned as a challenge was the fact that the curriculum contains too many contents that need to be covered in a short given time.

It was further shown that the fact that it contains too many items in a short period of time, some learners are not able to grasp and understand everything that has been taught (P3 from School B,2018). Fraser (n.d) also showed that, time is one of the biggest factors in the success of the curriculum implementation and some believe that curriculum requires more time than what is readily available in the classroom schedule. Drake (2000) focuses on the importance of developing interdisciplinary thinking skills as an end in and of itself. She stresses that students need to learn the skill of connecting, making connections between subject areas so that they can solve real life problems (e.g., grocery shopping, voting in elections, investment banking, etc.). While, Venville, Wallace, Rennie, and Malone (2000), discuss Integrated Curriculum as the learning of bridges between the different discipline areas so that students are better able to apply their knowledge in different situations.

With both authors (Drake 2000 and Venville et.al 2000), the implication is that, through the Integrated Curriculum, learners should be able to connect or bridge through concepts that they learn, such that they are able to apply them on their daily lives out of classroom as the policy stipulated. These two statements or descriptions then become contradictory to the findings because if learners are unable to grasp what has been taught for the day, it certainly means that they would

not be able to connect or bridge which ultimately means that they would not be able to apply it in their lives. That then brings into question, whether what the policy expects of the learners is doable. The additional issue of learners not repeating grades that they struggled in was also found a challenge in that the learners are unable to read and write. Literacy is defined as the ability to read and write .One of the MDG's goals is to achieve universal primary education and one of the targets is to attain the literacy rate of ages between 15 and 24. Now with both statements, if it's 2018 and the findings reveal that some learners especially in higher grades like Grade six are unable to read and write, it means the policy somehow contradicts the initial goal and target of the Millennium Development Goals and additionally affects the literacy rate of the country, not only that, but the other means of survival for the OVC as the OVC Policy (2005) also stated that Education is the survival strategy for the OVC. This issue of illiteracy becomes a problem to survival because if a learner grows up unable to read and write, understanding is, even counting would be a problem which ultimately implies even if that learner opts for entrepreneurship or to survive on what they are able to do, they still would not be competitive as they would not be able to price what they are selling to the market.

Furthermore, the issue of over crowdedness and insufficient resources such as learning material and infrastructure was said to have caused the challenge of ineffective learning. The participants showed that some of the learning areas that are supposed to be practical are only instructed theoretically due to the insufficiency in resources. It was also shown that due to over crowdedness in classes, available resources still don't accommodate all learners and that assessing their individual learning progress becomes ineffective for example, one participant said *". . . To show you that these resources are not enough, you will find that, in the whole school, we only have five chart papers. Now imagine how one would make teaching aids for the learners when there's only that few throughout the year"* (P1 from School A,2018) while the other said *". . . like I told you, there is literally one computer in this school. Now I cannot teach these many students with just one computer, it means I will now have to do it theoretically only"* (P8 from school D,2018). Correspondingly, Williamson (2000)'s study showed that, in South Africa, problems regarding learner support materials are placed around availability, quality and the use of materials. It is also found that in most cases, teachers do not have the time, skills or resources to create the LSMS. Chisholm (2000) added that absence of classroom space is normally a huge limitation on effective use of learning resources. The implication of the findings and what the authors have shown is that

the aim of the policy is not fully achieved as the insufficiency in resources does not allow learners to learn effectively in other learning areas. It also brings to question as to whether the learners will be able to deliver satisfactory outcomes towards the expectations of the policy. It additionally questions the learners' ability to survive or to be competitive in the global world, yet they cannot learn practically.

Moving on, it was mentioned that too much content that must be covered in a short period of time is the cause of some of the challenges that the learners encounter. One participant showed that "*The curriculum has too many LO's* (which were called topics in the past curriculum) *in one week. You find that there is not much time to teach these LO's until the learners understand. We teach one L.O in a day and not all learners understand at once*" (P3 from school B,2018)*. ".* It was additionally found that in most cases, even the teachers are still confused with how to implement this curriculum. Another teacher brought to light that even the facilitators that facilitate training and follow up also seem to be confused or uncertain with how the curriculum should be implemented . . . "*Even at these workshops, when you ask a question, the facilitator will ask to call so and so to confirm, so it confuses us teachers at times to an extent that we end up delivering to the learners with confusion too and lessens the effectiveness in the learning*" (P2 from school A,2018)*.* In agreement with the stated findings, the committee that was established in South Africa to find out what went wrong after the OBE failed discovered that among other issues, the language used in OBE was intricate and the terminology was also confusing for the teachers. Additionally, Hoadley (2013) in Selepe (2016), showed again that the implementation of the OBE in South Africa failed because the majority of teachers failed to understand the terminology that came with the OBE and therefore referred everything that they attempted to do as OBE. It was also criticized for the high guideline and the over specification of outcomes which then led into teachers not being able to understand how to implement it, of which Jansen indicated that it is a result of insufficient training. The issue of inadequate training was also brought forth and the trainers or facilitators were reported not to understand the curriculum also (Jansen 1998).

The issue of the facilitators also being uncertain becomes frightening and alarming. This is so because, if the facilitators are not certain of what to train the teachers on, it means that they are just likely to confuse the teachers further, which might just affect the learning progress because some teachers end up teaching the learners for the sake of the facilitators to find them having done

the work. Furthermore, in a case whereby the teachers struggle due to the language used in the policy, it plants more doubt as to whether the facilitators would be able to assist the teachers. Also, gathering from the responses that were given, it is questionable as to whether the learners' capacity to learn faster was considered when the time to complete the LO's was allocated.

6.2 Assessment and effects on learners' performances

The Curriculum and Assessment Policy of Lesotho shows that assessment within this curriculum will examine the achievement of educational and curriculum aims of the programs at all levels.87% of the participants showed that they are still able to assess the learners. One of them additionally showed that "*It is possible to assess these learners because we only create portfolios for them and then assess them with the assessment packages. But the problem is that it takes too long, so much that it affects the time allocated for the LO's...*" (P1 from school A,2018). The remaining 13% of the participants showed that effective assessment of the learners is not possible, and most of them mentioned the issue of over crowdedness to be the reason for this impossibility hence the inability to reach all of them within a stipulated time. These findings lead back to Raselimo and Mahao (2015)'s caution that, the stipulated form of assessment may not succeed due to the high ratios of students to the teachers which ultimately increase the teachers' workloads and present difficulty with assessing individual learners.

According to Selepe (2016), the policy must pay more attention to testing achievement from different abilities like sport and art, which differs from the previous curriculum, whereby cognitive attainment was the only one assessed. Additionally, the findings in a study conducted by Nyuswa (2003) show that, unfavorable teacher learner ratio can affect individual learner assistance in the classroom. It is further noted that overcrowded classes present difficulties with individual learner assistance. The high number of learners in one class makes it difficult for the teacher to move around in class. Majority of the participants showed that they are unable to assess the learners effectively, because of their numbers. Understanding related to these findings is that, if learners cannot be assessed effectively due to over crowdedness, it means that not all learners are able to be assessed which might be disadvantageous to the slow learners in a case whereby they are not effectively assessed.

Selepe's sentiments slightly differ from the findings in that, in as much as the curriculum assessment focuses on all areas, one participant mentioned that when assessors go to check up on the learners, they expect to find learners able to read and write but never check other areas. In a case of private schools, all participants showed that they can assess the learners effectively, because their learners still write monthly assessment tests while other schools use assessment packages, also because of the tolerable number of learners per class. This also goes back to the issue of class differences; learners whose parents can afford private schools are able to learn and be assessed effectively.

Furthermore, as per the findings, most participants showed that this implementation has had a negative effect on the learners' performances. The participants further showed the factors that lead to these effects. Some of the factors that were mentioned were that the learners have lost interest in school work and that their competence is descending. The learners have been said not to do their homework anymore. It was also said that the attendance of the learners in higher grades like grade six has gone unimpressive, they (learners) were also said not to participate effectively in the practical learning areas.

Even Beane (1997) comprehends that even something as appealing as the integrated curriculum, would not interest or attract all learners. On the other hand, studies that were conducted by Berlin and Hillen (1994) and Bintz et.al (2006) on subject integrations were more focused on an increase in student motivation, attendance and engagement. They however show no reports on specific outcomes and student achievement. This makes the findings of this study an important contribution to the field of the curriculum integration as it portrays with examples, the effects of the implementation on the performances. However, in as much as examples are included, Flowers et.al (2003)'s review on the challenges and successes of integrated units showed that effective teachers with common planning time resulted in the higher implementation of the best practices and a positive impact on student outcomes.

The findings of this current study are different from what Lake's study reports on integrated curriculum. It is said that integrated curriculum is associated among others, with higher attendance, higher homework completion and better attitude towards school. This differs in findings as one of the participants showed that since classes are divided into shifts, some of the learners end up not

going to school at all and does not believe that the parents are aware or are able to monitor the attendance of their children. In another instance, it was mentioned that learners no longer do their work and the participant showed their uncertainty of whether it's due to the parents' inability to assist or it is generally loss of interest within the learners. Raselimo and Mahao (2015), showed in their analysis that the success of the implementation needs a change of attitude from learners and parents towards practical subjects. This goes back to the issue that one participant mentioned that parents do not pay for materials that the learners need while the learners also do not make effort to even collect material that is easily accessible.

6.3 Sufficiency in resources

All the none private school participants showed that there is insufficiency in relevant resources for other subjects like Domestic Sciences that help learners to adapt to the new curriculum. According to Chisholm and Leyendecker (2008), Namibia's OBE worked out for eight years as it was well planned and additionally well-resourced and supported. As per the report that the former Minister of Education in Lesotho,Mrs Makabelo Mosothoane presented, the implementation of the CAP is financially demanding and that the government would seek funding for this implementation .No report or article however that the study is aware of, shows that the government eventually secured the funding. This is verified also by the fact that one of the participants showed that, *"There are no resources at all. The only available material is text books. The likes of domestic science in this curriculum where a learner needs to learn the likes of tie and dye, there are no materials for that"* (P3 from school B,2018).

Furthermore, Beane (1997), showed that schools are not set up to do Integrated Curriculum. It is said that this is because resources like textbooks are always organized around separate subjects or skill areas. Jansen (1998) also added that, the success of the implementation of new forms of learning is aided by resources like textbooks and other aids that agree with the outcomes-based orientation. These are substantiated by some of the statements said by the participants. One participant showed that the material that is provided does not correspond with this curriculum. They further showed that most things have changed in this curriculum, but the government still supplies material that corresponds with the previous curriculum. This study further becomes important because these findings could raise awareness to the stake holders and the policy makers that without relevant resources (such as halls for dance classes, computers and other resources that

are relevant for subjects that do not only require text books), the implementation of this policy may not be successful, or the learners may not learn effectively and favorably.

6.4 Strategies adopted by teachers to help learners cope with the implementations

Most participants showed that they provide remedial classes to the learners. This is whereby they give additional classes to the slow learners to help them understand what was taught and reach the similar level that the other classmates that understood faster are on. This is beneficial to these learners as they would be able to learn in a slower pace and understand better. And in a case whereby the learners that are part of these classes are fewer in number, it would mean that their teachers would be able to follow up on those who are still struggling and help them further.

Improvising is another strategy that the participants adopted. In this case, it was mentioned that *". . . We end up improvising, because, I have a case whereby these learners need to learn how to use a dictionary, but neither the school nor the parents are providing these learners with those. So, I ended up bringing my own dictionary, so that the learners could see how a dictionary is used sometimes one just must be creative like break sticks into shorter lengths so that the learners can learn how to knit, since these very knitting needles aren't available from both parents and the school"* (P2 from school A,2018). Beane comprehended to these findings by having shown that, due to the absence of relevant materials, teachers spend more time finding resources to help support the curriculum. The issue of teachers improvising means that it affects the already limited time for the LO's. Also, in a case of this study, some participants showed that improvising means them buying their own data to surf the net and find solutions. Whereas in other instances, they bring these items to schools to show the learners how they are used. This means that in a case whereby the teacher cannot afford or does not own some of these resources, learning might not be progressive.

Other participants showed that, since some of the learners' challenges branch from the fact the teachers are also confused, they adopted the strategy of additional training. In this case, the additional training was done among the teachers, by the teachers who understood what was said in the workshops better. *"Because most of us used to leave those workshops still confused, we teachers of this side have decided to meet up with other teachers occasionally and share our challenges and come up with strategies to solve them. Also, the likes of computer studies, those*

that were not fully informed or literate in computer, these very teachers help them to learn more about it" (P10 from school E,2018). These findings agree with what Fraser (n.d), Chisholm (2000) and Selepe (2016) stated. According to Fraser (n.d), with the implementation in South Africa, time frames have been noted to neither be practical nor feasible in the training of the teachers and implementation itself.

While Chisholm (2000) added that it has been largely mentioned that a few days of training cannot alter the traditional methods of teaching. And Selepe (2016)'s findings also showed that the teachers in Lesotho deemed the training that they received to be insufficient. These findings become important because they will add to the already raised awareness that, even though teachers make effort to understand what the curriculum demands of them so to help the learners, training that was provided was insufficient.

6.5 Conclusion

This chapter has discovered that the integration poses different challenges for the learners and are caused by various aspects. Most participants showed that the issue of learners not repeating grades when they must, has posed many challenges to their effecting adaptation. Among other basic causes of the challenges of these learners was the fact that even the teachers are confused on how to implement this policy as well the facilitators or trainers. Assessment was generally said to be possible even though it takes too much time and there is a high number of learners per class. Also, various factors led to the negative effects of the implementation on the pass rates. Lastly, this chapter revealed that there are insufficient resources that are reevant to help learners adopt into this curriculum and the policy has been silent about it.

CHAPTER SEVEN:

LIMITATIONS CONCLUSIONS AND RECOMMENDATIONS

7.1 Limitations of the study

This study was a qualitative one and therefore susceptible to some limitations and like any other qualitative study, this study has a limitation that the findings cannot be generalized. The other limitation is that, out of the six schools that were selected, the head teacher of one school denied the researcher permission to conduct the interviews. She (the head teacher)never specified the reason for denying, instead she told the researcher to go visit her former primary school first and that she would contact the researcher after talking to the teachers as to when she (the researcher) could re visit the school. When the researcher made a follow up, she was told that she'd still be contacted, until it was too late to select another school and there was still no luck in being contacted.

When the researcher got to the field, the interview questions seemed more relevant to the teachers and not the principals as they no longer teach. So, the questions needed people who interact with the learners more closely, like the teachers. Some of the participants were not available regardless of the set appointments; also some of the terminology that was used became a bit complicated for the researcher as she is not a teacher. This challenge was tackled by humbly asking the participants to explain those terminologies after the interview sessions. Lastly the study experienced data saturation with none Private schools.

7.2 Recommendations of the study

In line with the findings of the study, following are the recommendations:

➢ It is important for the policy makers to find out if other countries had implemented the similar policy, assess the successes and failures of that implementation and then decide if implementation would be a success in the country.

➢ The policy makers should look into the fact that learners become drop outs after grade seven when they cannot attain acceptance in the recommended high schools.

- Policy makers should consider including teachers in formulation of the learner concerned policies because they are more "hands on" and would be able to say whether or not the policy would be conducive to the learners.
- The stake holders should also look intensively into the insufficiency of the resources for the implementation of these policy as it also poses challenges to learning.
- It is also suggested that there should be consistency in what the teachers are told by the facilitators at the workshops. Also, more trainings for the teachers are recommended.
- Parents should be educated about the new curriculum, they should also be informed about the importance of following up on their children's school progress.
- There needs to be a strategic way to encourage the learners to gain interest in their schoolwork and put effort to learn effectively.
- Lastly, it is important for the assessors at these schools to be more approachable and willing to supervise where need be.

7.3 Conclusion

Drawing from the background of the study, it is evident that the Lesotho Education goes back to before Lesotho was colonized. This therefore makes it evident again that several reforms have been attempted to make education better, to no success hence it got to that of the Integrated Curriculum in 2009. From the literature explored, it is apparent that most countries that attempted the implementation of the policy similar to this one failed. The common reasons for the failure was the insufficiency in the resources as well as the teachers and facilitators not being knowledgeable on how to implement the policy.

The findings of this study reveal that integration poses challenges to the learners due to the fact that they no longer repeat grades among other challenges. These findings also reveal that there are insufficient resources and that the policy has caused negative effects on the learners' pass rates. Now, the OVC policy has stated that education is another survival strategy for the orphaned and vulnerable children. The Curriculum and Assessment Policy has also stated that "school life should be combined with community life and learners' everyday life to make the curriculum more relevant". It is also said that the policy was formulated in response to the challenges posed by HIV/AIDS, other needs resulting from globalization etc.

These then seem to be more theoretical than practical. The implementation of this curriculum fails to make education a survival strategy because some learners become dropouts after grade 7, they become drop outs because it has been recommended that they apply for High Schools that are nearer to their primary school geographically and often these High Schools are not able to accommodate all learners from these Primary schools, due to their numbers especially the none private ones. Now it becomes a threat to the development of the country in that, these learners who do not continue may end up committing crime, also them not going to school means they will not get to learn further. Furthermore, if some of the Grade six learners still can't read and write, regardless of how good they could be in handy crafts or any other area, it means that they will struggle with earning an independent life altogether.

Lastly, insufficiency in resources also means that learners acquire knowledge theoretically and not practically, which makes this situation similar to that of the other countries that attempted to implement the policy but failed due to the insufficient resources among other reasons.

SUMMARY OF THE CHAPTERS

This study explored a background on Lesotho's previous curriculums and the current one in the first chapter. The study objectives, research questions and the study rationale were also covered in this chapter. The second chapter of this study looked into the literature on Integrated Curriculum, broader debates around the Integrated Curriculum, Integrated Curriculum in other countries as well as in Lesotho. It lastly looked into the Sociological perspective on Integrated Curriculum.

Furthermore, chapter three of this study looked at the theory that helped to assess and understand Integrated Curriculum and the fourth chapter mainly discussed the relevant research approach and the design that were considered when exploring the challenges of integration for learners. It also discussed the sampling designs that helped to select the study population, described the location of the study and discussed the procedures that were undertaken to analyze the gathered data. Ethical considerations of the study were also looked into in this chapter.

Lastly, chapter five presented the study findings and illustrated the participants' responses. Chapter six focused mainly on the discussion of the findings and finally, chapter seven looked into the limitations of the study, gave recommendations and drew a conclusion with regard to the study findings.

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APPENDICES

APPENDIX A: INFORMED CONSENT FORM

Good Day

I am Itumeleng Phosisi. A Master of Social Sciences (Sociology) student at the University of KwaZulu Natal. I am conducting a study titled "***Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers' view***". This study basically intends to explore the challenges that the learners encounter and also to find out whether there are sufficient resources to help learners to adopt into this curriculum and deliver what is expected of them within this curriculum. I chose teachers because, I understand that learners in Primary school are quite young to respond to the questions that I may have in regard to this curriculum and also, because I believe that the teachers will be able to respond in comparison to the past curriculum.

I therefore, humbly ask you to participate in this study, to help me to achieve the objectives of this study. Please note that you will not be advantaged or disadvantaged in anything by partaking in this study. This session shall be audio recorded so to gather up all the information given in this session, this record as well as any source of information for this study shall be destroyed after submission of report. Also, kindly note that the principle of confidentiality as well as the other ethics shall be observed in this study. Furthermore, the results of this study including the personal details will be anonymously processed into research reports. There are no foreseeable risks in partaking in this study and no rewards shall be given for taking part. Lastly you have a right to discontinue with the interview at any time, there will be no penalty and your withdrawal will not harm or affect you in anyway.

If everything is understood, kindly fill in the slip that indicates your willingness to participate in this study.

I . . .. give my consent to participate in the study titled

"***Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers'***

view". I have read and understood everything regarding agreeing to partake in this study I also

agree to be audio recorded through the session and I understand that there is no penalty should I

wish to discontinue with the session and my withdrawal will not affect me in anyway. I have

received and signed a copy of this informed consent agreement.

Name of participant: . . . . Date: . . .. Signature: . . . .

APPENDIX B: INTERVIEW SCHEDULE

DEMOGRAPHIC INFORMATION

1. AGE: 21-30 31-40 41-50 51-60

2. How many years of teaching do you have, prior to the implementation?

3. How long have you been teaching within this Integrated Curriculum?

INTERVIEW QUESTIONS

1. What are the challenges encountered by these learners?

2. What do you think are the basic causes of these challenges? (Probe. . .)

3. Since examinations are no longer written within this curriculum, are you able to assess individual learner's performance? (probe…)

4. What are the effects of the Integrated Curriculum on the pass rates? (Probe...)

5. Are there enough resources to help adopt into this innovation?

6. Are there strategies adopted to help learners cope with this new curriculum? (Probe)

7. Within the implementation of this new curriculum, what is it that you feel remains challenging? (Probe)

8. What means of support have you gotten that helped you with the implementation so far?

9. Which aspects of this curriculum do you think worked better for the learners?

10. Is there anything you would want to add regarding this topic?

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION. . .

APPENDIX C: GATE KEEPER'S LETTER

LERIBE EDUCATION OFFICE. P.O. BOX 12. LERIBE 300

26th September, 2017

The Principal

_____

Leribe 300

Dear Sir/Madam

Re: Visitors

Please be informed that the bearer **Itumeleng Phosisi** reported herself to the **District Education Manager.**

I therefore request you to give her the assistance she is looking for and any support she would need while offering the service to you.

Kindly make sure that teaching and learning is not compromised.

LERIBE EDUCATION OFFICE

2017 -09- 2 6

LERIBE 300
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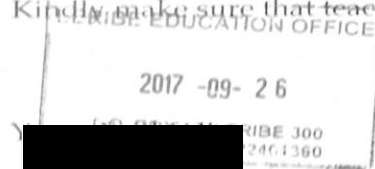
Sekhotseng Adam - Molapo (Mrs)
District Education Manager

TEL: 22400210 / 22401360   *FAX: 22400022*

APPENDIX D: ETHICAL CLEARANCE

UNIVERSITY OF KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

13 December 2017

Miss U Phosisi 215081738
School of Social Sciences
Howard College Campus

Dear Miss Phosisi

Protocol reference number: HSS/2116/017H
Project title: Integrated curriculum in Lesotho: Challenges encountered by learners through their teachers' view

Full Approval – Expedited Application

In response to your application received 31 October 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.
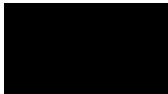
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Rudigi Joseph
cc Academic Leader Research: Professor Maheshwari Naidu
cc. School Administrator: Mr N Memela